



Bulletin & Course Catalogue
2013–2014

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2013–2014

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

Online registration opens

January recess

Martin Luther King Jr. Day

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 26

Wednesday, August 28

Wednesday, August 28–Tuesday, September 3

Sunday, September 1

Tuesday, September 3

Wednesday, September 4

Tuesday, September 17

Tuesday, September 24

Saturday, October 12–Tuesday, October 15

Friday, October 18–Sunday, October 20

Monday, November 4–Friday, November 8

November 8, 1837

Monday, November 11–Friday, November 22

Thursday, November 14

Thursday, November 14

Wednesday, November 27–Sunday, December 1

Tuesday, December 10

*Wednesday, December 11–Friday December 13,
7 pm*

*Friday, December 13, 7 pm–Tuesday, December 17,
noon*

Tuesday, December 17, noon–Wednesday, January 1

Thursday, January 2–Friday, January 17

Wednesday, January 15

Saturday, January 18–Monday, January 20

Monday, January 20 (no classes)

Tuesday, January 21

Monday, February 3

Monday, February 10

Saturday, March 15–Sunday, March 23

Monday, March 31–Friday, April 4

Monday, April 7–Friday, April 18

Monday, April 7–Friday, April 25

Monday, April 7

Monday, April 7

Monday, April 28

Tuesday, April 29–Thursday, May 1, 7 pm

Thursday, May 1, 7 pm–Monday, May 5, noon

Friday, May 16–Sunday, May 18

Saturday, May 17

Sunday, May 18

Friday, May 23–Sunday, May 25

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 2,300 students hail from 46 states and 78 countries. Its 249 full-time and part-time instructional faculty are devoted to undergraduate teaching and cutting-edge research. About half of the faculty are women; a fifth are individuals of color; and over 30 percent were born abroad. With a student-faculty ratio of 10 to 1 and with most classes averaging 10–19 students, faculty and students collaborate closely on academic course work and research.

The College operates on a semester calendar, with an optional January Intersession offering opportunities for research, independent study, projects of students’ own choice, travel, internships, and study. The College’s Mount Holyoke Extension program offers optional additional opportunities during January and summer sessions. 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’s mission is to provide an intellectually adventurous education in the liberal arts and sciences through academic programs recognized internationally for their excellence and range; to draw students from all backgrounds into an exceptionally diverse and inclusive learning community with a highly accomplished, committed, and responsive faculty and staff; to continue building on the College’s historic legacy of leadership in the education of women; and to prepare students, through a liberal education integrating curriculum and careers, for lives of thoughtful, effective, and purposeful engagement in the world.



Seal of Mount Holyoke College

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

Facilities

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

A massive, \$36-million expansion and renovation of Mount Holyoke's science facilities was completed in 2003. The resulting Science Center was designed to foster interdepartmental interaction, collaborative research, pedagogical innovation, and curricular planning. Students benefit from hands-on work with sophisticated instrumentation often reserved for graduate students at other institutions. The equipment inventory includes a solar greenhouse, a state-of-the-art microscopy facility, two nuclear magnetic resonance spectrometers, a mass spectrometer, extensive molecular biology and genomics instruments, 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 17,000 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 master of arts and master of arts in teaching degrees and several dual-degree and certificate options (see the chapters on the Five College Consortium, and Other Degree and Certificate Programs).

Learning Goals of the Mount Holyoke Curriculum

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

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

College Requirements

Students seeking a Mount Holyoke College A.B. pursue a rigorous, well-rounded course of study that includes work in the humanities, science and mathematics, and social sciences. The College's distribution requirement, 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.

Toward this 128, 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@mtholyoke.edu), who will review the student's records and inform the registrar's office if she determines that the language requirement has been fulfilled.

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

Multicultural Perspectives Course

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

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

The course must incorporate a diversity of perspectives. A student may fulfill this requirement at any time during her college career by completing an approved course in the subject of her choice (see the Key to Course Descriptions chapter). With the approval of the dean of 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, East Asian studies, European studies, international relations, Latin American studies, medieval studies, Middle Eastern studies, neuroscience and behavior, psychology and education, Romance languages and cultures, and South Asian studies.

Interdisciplinary majors are structured enough to emphasize the central theme of a topic of study, but flexible enough to allow for a range of interest within a given topic. 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 Nexus when the student also has a different minor: Yes
- 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 Willis-

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

Graduation Rate

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

Other Degree and Certificate Programs

Other Undergraduate Degree Programs

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 contact the Frances Perkins Program for details about the application process.

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

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. A Nexus engineering minor preparing science or math majors for graduate school in engineering is also offered.

For more information about any of these engineering programs, contact Kathy Aidala (physics), Maria Gomez (chemistry), Audrey St. John (computer science), Tim Farnham (environmental studies), or Dylan Shepardson (mathematics and statistics), or visit www.mtholyoke.edu/acad/math/other/engineering/.

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.

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.

Graduate Degree Programs

Mount Holyoke offers a Master of Arts in Teaching, a Master of Arts in Mathematics Teaching (K-8), and a Master of Arts degree. See the Mount Holyoke Extension chapter for information about the Master of Arts in Teaching and the Master of Arts in Mathematics Teaching.

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-Medical Program

See the Mount Holyoke Extension chapter for information about this program.

Teacher Licensure Programs

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

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

International Guest Student Program

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

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

Certificate for International Students

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 majors or minors offered at the College and may want to consult with their academic advisor or with the dean of international students about their course selections.

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

Special Programs and Resources

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

The Weissman Center for Leadership is grounded in the conviction that ideas passionately pursued and eloquently expressed contribute significantly to leadership. The center offers courses and leadership trainings, along with experiential learning through professional mentoring, internships, and networking across nonprofit, public service, and business realms. This array of academic and cocurricular offerings serves to enhance students' abilities to think independently and analytically, to become effective speakers and writers, and to connect their academic work purposefully with the world. In addition, the center sponsors meaningful campuswide events, including public lectures and seminars, for the College community to think and work together. The center is also home to teaching and learning initiatives that support faculty in their work with students. See the center's website at <https://www.mtholyoke.edu/wcl>.

Passport to Leadership

Through a series of courses and cocurricular activities sponsored by the Weissman Center and other programs on campus, the Passport to Leadership encourages students to grow and develop into skilled and empowered leaders. Any student, regardless of background or experience, can participate in challenging and transformative activities and experiences. Students with a Passport to Leadership are equipped to be effective communicators, wise decision makers, and reflective, flexible, and creative leaders. For example, over a college career, students might combine participation as a Community-Based Learning Fellow, a Speaking, Arguing, and Writing course mentor, and participation in a number of campuswide events. See the Passport website at <https://www.mtholyoke.edu/wcl/passport>.

Leadership and Public Service

Leadership and Public Service (LAPS) is for students interested in being part of the solution to problems in the world, their countries, or their communities, by running for public office, working for government at any level, or advocating for public policy. Inspired by the Women in Public Service Project, a collaboration of the U.S. State Department and the Sister Colleges, LAPS offers students experiential learning opportunities, such as internships in government offices and at national and state-based advocacy organizations, as well as professional networking and seminars on public policy in Washington, D.C. through PLEN (Public Leadership Education Network). See the LAPS website at <https://www.mtholyoke.edu/wcl/leadership-and-public-service>.

Community-Based Learning

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

Teaching and Learning Initiatives

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

Speaking, Arguing, and Writing

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

In cooperation with the Department of English and embedded within SAW, the English Speakers of Other Languages program offers courses to support students who are multilingual or whose native language is not English, as well as individual or group-level support opportunities, and consultation for faculty. The SAW and ESOL pro-

gram administrative offices are in the Weissman Center for Leadership in Dwight Hall. The SAW Center is located in the Williston Library. For more information, call 413-538-3428 or visit www.mtholyoke.edu/go/saw. To schedule an appointment at the SAW Center, call 413-538-2651 or visit www.mtholyoke.mywconline.com. The ESOL website is <http://www.mtholyoke.edu/esol>.

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 2013–2014 is Olga Speranskaya. She is the cochair of IPEN and director of the Chemical Safety Program at the Eco-Accord Center for Environment and Sustainable Development in Moscow. Her residency will focus on environmental justice with emphasis on toxic chemicals and human rights.

Biennial Conference on Global Challenges

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

The course and conference in March 2014 will focus on Justice and Economic Security in Post-Conflict Societies.

Learning Experiences Abroad

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

Study Abroad

Each year more than 200 Mount Holyoke students, representing approximately 35 to 40 percent of the junior class, study for a semester or academic year at universities and programs around the world. Students may choose to study with a Mount Holyoke-sponsored or affiliated program or exchange, or with one of the many other programs that we approve, covering more than 50 countries. MHC currently offers programs and exchanges for full year or semester study in China, France, Costa Rica, 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 they are also awarded for study abroad with many other approved programs. Mount Holyoke typically funds 95 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 2013, 33 students were funded for internships in 20 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 175 years, Mount Holyoke College has attracted students from many backgrounds and cultures. Currently, nearly 600 international students from over 80 countries attend Mount Holyoke. Most are studying toward a bachelor's degree and enter as first-year, transfer, or Frances Perkins students. The McCulloch Center for Global Initiatives provides orientation, advising, special programming, and information about immigration regulations to international students. The center also administers a special program for students who are selected to spend a year at the College as international exchange students or international guest students.

Foreign Languages at Mount Holyoke College

“The limits of my language mean the limits of my world.” —Wittgenstein

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

Mount Holyoke has responded to the realities of today's world by maintaining its strong commitment to the study of languages. This commitment is reflected in the variety of opportunities we offer for study abroad (see above), our long-standing language requirement, 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/mwce.

Library, Information, and Technology Services (LITS)

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

Housed in the Williston-Miles-Smith-Dwight complex, LITS is both a physical place and virtual gateway to information and technology resources, services, and spaces critical to student success. The physical library collection of more than 700,000 volumes, including an internationally known collection of archival records, manuscripts, and rare books, is enormously enriched through a shared Five College library catalog and delivery system. Mount Holyoke students have direct access to the eight million volumes in the Five College library system 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 Moodle (the campus learning management system); virtual connections to other Five College classrooms, practitioners, and experts around the world; and other means. Many classes utilize Moodle websites to facilitate sharing of course materials and to foster connections and discussions 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; peer mentoring; in-person, phone, email, and chat services; noncredit workshops; and individual in-depth appointments.

Wireless and wired networks blanket the campus. Underlying the campus network is the shared Five College optical fiber network that connects the schools to each other

and the world. This nationally recognized initiative enables the Five Colleges to more effectively meet ever-increasing bandwidth needs.

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

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

Please visit the LITS website for more information: <http://www.mtholyoke.edu/lits/>. 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, professor of geography, or Kate Ballantine, assistant professor of environmental studies.

Intersession

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

Housing and meals for Intersession are only available to eligible students who lived on campus for the fall semester and will be returning to campus for the spring semester. Advance application to the Office of Residential Life is required.

Students graduating in December and students taking a spring semester nonacademic or academic leave are not eligible for housing and meals during Intersession.

Independent Study

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

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

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

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

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

Honors Thesis

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

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

Access and Inclusion

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

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

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

- Equal Opportunity in Employment: Director of Human Resources and Dean of Faculty
- Section 504 Coordinator and Title IX Coordinator: Dean of Students
- Deputy Title IX Coordinators: Associate Dean of Faculty (for faculty) and Director of Human Resources (for staff)

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

The Five College Consortium

About the Consortium

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.
- *Five elective courses*. Students must take at least one course from each of the following categories: *Expressions*—these courses are largely devoted to the study of A/P/A cultural expression in its many forms; *U.S. Intersection*—these courses are dedicated to the study of intersections between A/P/A experiences and non-APA experiences within the United States; and *Global Intersections*—these courses offer perspectives on the experiences of Asian/Pacific/Americans outside the United States.

Three of these five courses should be chosen from among the core courses and two may be taken from among the component courses.

- *Special Project*. Normally fulfilled in the third or fourth year, this requirement involves the completion of a special project based on intensive study of an A/P/A community through research, service-learning, or creative work such as an internship, action-research or fine arts project. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once during the semester to discuss their ongoing projects and at the end of the semester to present their completed projects at a student symposium or other public presentation. Students' plans for completing the requirement should be approved by a 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 in at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibeto-Himalayan region, and the West.
- Up to two canonical or appropriate colloquial Asian language courses may count toward the certificate.

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

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

For 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 (FCCMS) Certificate is awarded to students who successfully complete an interdisciplinary curriculum that includes defined course work, field/lab experience, and a marine-related research project. This certificate is currently available to students at Smith College, Mount Holyoke College, Hampshire College, and the University of Massachusetts Amherst; Amherst College does not at present recognize this certificate. Mount Holyoke College students may use the FCCMS certificate to fulfill the minor requirement.

Requirements:

- A minimum of six courses, with at least one course in each of the following categories: marine biodiversity; marine and coastal ecology; marine geology and chemistry; resource management and policy. At least three of the six courses must be above the introductory level and must not all be from the same field of study (example: biology, geology, environmental science, etc.). At least one course with a heavy concentration in coastal and marine science is required (these are listed in bold on the FCCMS course list at www.fivecolleges.edu/sites/marine/).

Students must receive a cumulative grade point average of 3.0 or better for all courses contributing to the certificate requirements.

- A minimum of 80 cumulative hours of coastal and marine-related field/lab work to demonstrate competency in data collection and analysis. This can be achieved by an appropriate combination of courses that include field/lab experience (field trips, outdoor or indoor laboratory/practicum, field research) These courses may be taken among the Five Colleges or a study away program. This requirement also can be achieved through an approved summer internship, job, or volunteer experience in a coastal or marine environment.

Students must meet with FCCMS advisors ahead of time to ensure that internships, courses, field trips, etc. will meet the field/lab requirement. Students must keep a log of their field experience hours for their certificate application.

- An independent marine-related research project typically completed during the junior or senior year. These projects may take the form of a thesis, Division III project, independent study, or other activity acceptable to the FCCMS advisor. Research projects may be based upon work begun during an independent study, internship, volunteer, or job experience.
- Students interested in working toward the FCCMS should contact Cindy Bright, Program Coordinator, at marinesci@smith.edu or 413-585-3799 to schedule an introductory meeting. After beginning the introductory course of study, students must select a FCCMS faculty advisor. Advisors at Mount Holyoke College are Renae Brodie (biological sciences), and Al Werner (geology).

Further details about FCCMS and the application form are available at www.fivecolleges.edu/sites/marine/certificate.

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 (CHS)

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 take CHS-approved courses available within the five colleges and complete an independent research project or internship. The courses are drawn from the following five areas:

- **Biocultural Approaches:** Courses providing an overview of biocultural and comparative approaches to human health and disease.
- **Mechanisms of Disease Transmission:** Courses on mechanisms and transmission of health and disease within individuals and populations.
- **Population, Health, and Disease:** Courses emphasizing the relationship between social, behavioral, economic, and other aggregate population forces and human health and disease.
- **Ethics, Policy, and Practice:** Courses that focus on the diverse and interconnected ethical, legal, political, policy, and practices issues in health, medicine, and health care.

- **Research Design and Analysis:** Courses involving research design and methods that expose students to concepts of evidence, data collection, research ethics, measurement, and analysis.

The certificate requires the following:

- Seven CHS-approved courses with a grade of B or better, with at least one course from each of the five categories. No course may be used to satisfy more than one category. At least four of the courses must be above the introductory level. At least three courses must fall outside of a student's major. In other words, no more than four of the courses used to satisfy CHS requirements may count toward a major.
- An independent research project, such as an internship, thesis, Division III project, course project, independent study, or other activity acceptable to the CHS campus advisor.

Students are encouraged to begin with courses in Categories I and II. It is also recommended, but not required, that at least one course cover knowledge of health and disease processes at the population level.

Students are also encouraged 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-Medical Programs. Also see www.fivecolleges.edu/sites/chs/ for a complete list of CHS campus advisors, CHS-approved courses, internship opportunities, and upcoming events.

Five College Ethnomusicology Certificate

The Five College Certificate Program in Ethnomusicology allows students interested in studying music from a multidisciplinary perspective to build bridges across departmental boundaries in a rigorous and structured manner, and to receive credit for their accomplishments, even while completing a major in another field. In reflecting interdisciplinary trends in Ethnomusicology, students are encouraged to combine the certificate with degrees in various overlapping fields, such as 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.

To earn a Five College Certificate in Ethnomusicology, students must successfully complete a total of seven courses distributed as indicated in the following four categories. No more than five courses can be from any one department/discipline, and introductory courses in basic musicianship do not count towards the requirements; introductory courses in related disciplines may only be counted in certain circumstances determined by the research goals of the individual student.

- 1) Area Studies or Topics courses: at least two courses
- 2) Methodology: at least two courses
- 3) Performance: at least one course
- 4) Electives: negotiated in consultation with the student's ethnomusicology advisor, including courses from related disciplines including: anthropology, sociology, history, or media studies; area studies fields such as African studies, American studies, Asian studies, or Middle East studies; or others related to a particular student's ethnomusicological interests.

Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are encouraged, but not required, to acquire proficiency in a language relevant to their focus. Students are also encouraged to include experiential learning, a study abroad or domestic exchange experience, in-depth study of a single musical tradition, or comparative studies of several musical traditions.

For further details, consult Bode Omojola, Five College Associate 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 hemisphere. The program emphasizes the many long histories of Native American Indians as well as their contemporary lives and situations. A holistic and comparative interdisciplinary approach underlies the program's requirements, enabling students to become familiar with the diversity of indigenous lifeways, including cultural forms, institutions, political economies, and modes of self-expression. In addition to this broader perspective, the program places some emphasis on the Native peoples of the Northeast so that Five College students can become acquainted with the history, culture, and presence of indigenous peoples in this region.

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

- *Foundation courses.* Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native studies theories, pedagogies, and methodologies. Currently, Anthropology 370 (UMass) is the approved foundation course.
- *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, or the registrar, or see www.fivecolleges.edu/sites/natam/.

Five College Certificate in Queer and Sexuality Studies

The Five College Certificate in Queer and Sexuality Studies provides a course of study that examines critically the relationship between queer sexual and gender identities, experiences, cultures, and communities in a wide range of historical and political contexts. The certificate is currently approved for students at Hampshire College, Mount Holyoke College, and Smith College.

The program requires successful completion of seven courses, including one introductory course, at least one critical race and transnational studies course, and five other courses. These five courses must include at least two courses in the arts/humanities and two courses in the social/natural sciences, and at least one of the five courses must be an upper-level (300 or above) course.

For further information, consult Christian Gundermann, associate professor of Spanish and chair of gender studies, or see www.fivecolleges.edu/sites/queerstudies/certificate/.

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/.

Five College Certificate in Sustainability Studies

Sustainability will be essential to the formulation of sound environmental, economic, and social progress in the twenty-first century. The Five College Sustainability Studies Certificate program is designed to engage students in a structured course of study that will draw on courses from across the campuses in a range of disciplines. Students will also complete an internship, independent research project, or advanced course work in sustainability studies. On each participating campus, program advisors will work with students to design a course of study that fulfills program requirements and is tailored to students' interests and faculty strengths at the Five Colleges.

Requirements for the Five College Certificate in Sustainability Studies include:

- *Course requirements:* A minimum of seven courses. At least five of the courses must be above the introductory level, and two of those courses must be at the advanced level.
 - Three core courses, one from each of the following areas: Environmental Sustainability; Sustainable Economy and Politics; and Sustainable Society and Culture.
 - A minimum of three courses in one of the following five concentration areas: Agriculture and Food Systems; Energy Systems, Climate, and Water; Green Infrastructure, Design, and Technology; Politics and Policy; and Culture, History, and Representation. At least one of the concentration area courses must be at the advanced level. (One of the required courses for the concentration may also be counted toward the core courses requirement.)
 - Another one course from a different concentration area.
- *Experiential Component:* Students will work with their campus program advisor to identify and complete an internship or independent research project that addresses a contemporary, "real world" problem. This component may be an internship, thesis, independent study, or other suitable activity approved by the student's program advisor. Alternatively, students may work with their program advisor to identify a suitable advanced course within their concentration area.
- *Capstone Symposium:* Advanced students will present work fulfilling this requirement at an annual symposium. For these presentations, students will be encouraged to consider the ways in which their projects address the core areas of sustainability and their linkages.

Interested students must submit to their campus program advisor a declaration of intent, outlining a potential course of study, by the second semester of their sophomore year. They will complete and submit applications during fall of sophomore year.

The program advisors at Mount Holyoke are: Tim Farnham, Martha Hoopes, and Lauret Savoy. For more complete information, including courses available on other campuses, see <https://www.fivecolleges.edu/sustain>.

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 information about courses offered through the Mentored Language Program contact fcsrc@hfa.umass.edu. For information about courses offered through the Five College Supervised Independent Language Program contact fcslp@hfa.umass.edu. To make an appointment at the center, email fcslang@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. Languages offered include formal spoken Arabic, Bosnian-Croatian-Serbian, Hindi, colloquial Levantine Arabic, Indonesian, Persian, Swahili, Turkish, Urdu, 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 done very well in previous language courses; have completed the language requirement of their college; and demonstrate readiness to undertake independent work.

An FCSILP course consists of three components: 1) 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), Amharic (Ethiopia); European languages—Bulgarian, Czech, Modern Greek, Hungarian, Norwegian, Romanian, Slovak, Ukrainian, Georgian Icelandic; Asian languages—Pashto, Thai, Vietnamese, Filipino, Malay, Mongolian, Nepali; and Languages of the Americas—Haitian Creole. 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 this Bulletin, the Student Handbook, and in Faculty Legislation. New policies are published on the registrar's website.

Registration and Class Attendance

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

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

Course Load and Credits

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

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

Course Repeats

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

Graduate Student Course Load

The normal program for graduate students is 8 academic credits each semester. With approval of the department, a student working on a graduate thesis is not required to enroll in courses 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 transcript 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 found to have academic deficiencies may be issued a warning, be placed on academic probation, be suspended for a semester or year, or be required to withdraw. Students will not be placed on probation or warned for insufficient semester credits when credit standards are not met solely on the basis of a reduced courseload approved by AccessAbility Services.

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

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

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

year, whichever is sooner. However, the notation will be retained on the internal record.

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

Leave of Absence

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

Students wishing to take an academic leave 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. Students on nonacademic leave who wish to earn credits while abroad must receive advance approval from the Academic Administrative Board; approval will be limited to part-time study only.

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

Five College Interchange Enrollment

Only students in good academic standing may enroll in a course at Amherst College, Hampshire College, Smith College, or the University of Massachusetts at Amherst through the Five College Interchange. Students in the first semester of their first year need permission from the dean of first-year studies to enroll. The Interchange operates during the fall and spring semesters. 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. Credits may vary for courses of unusual format or duration.

Students taking a course through the Five College Interchange are, in that course, subject to the academic regulations, including the calendar, deadlines, and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, grading options, 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, the General Paper, nor the "Project Work" and "Knowledge and Inquiry" subjects.

- *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 generally granted on a semester credit-for-credit basis. That is, a 3-credit course taken on a semester schedule will usually be awarded 3 credits at Mount Holyoke College. Credits earned at schools not on the semester calendar will be converted to semester credits (e.g., a quarter credit will be awarded .66 semester credits). Credits earned in courses taught in condensed or intensive formats often transfer at less than full credit-for-credit value.

Academic credit is generally granted for liberal arts courses completed with grades of C- or better. Students who entered the College in fall 2008 or later may be granted up to 12 credits total of non-liberal arts and Mount Holyoke curricular support course work. Students who entered earlier are limited to one non-liberal arts course. Academic credit is not granted for 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, nor 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. The semester limit for Mount Holyoke's program in Shanghai through the Alliance for Global Education is 18 credits.

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

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

ferred to Mount Holyoke for a given period and, in the case of study abroad only, the titles of courses transferred.

Prescheduled and Self-Scheduled Examinations

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

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

Honor Code: Academic Responsibility

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

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

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

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

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

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

Grading System

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

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

Other notations appearing on student records are IP (in progress) for a course 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 that occurs at the end of the semester and could not have been anticipated. Students must request the incomplete from, as appropriate, the director of Health Services or of the Counseling Service or from an academic dean, or from the Director of AccessAbility Services 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 (unless the student has applied to and been granted an additional extension by the dean of studies), the registrar will record the guaranteed grade, if one was provided, a failure for the course, or, if the extension has been authorized by the director of Health Services, the Counseling Service, or AccessAbility Services, a "W."

Course Evaluation

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

Withdrawal from the College

A student wishing to withdraw from the College must, if she is on campus, meet with one of the academic deans. The academic dean will assist her in completing the required withdrawal form available for download from www.mtholyoke.edu/academy

[micdeans/withdrawal.html](#). If the student is off campus, she should contact the Office of Academic Deans before submitting the withdrawal form. Any refund for the semester's tuition and board charges will be based on the date when the withdrawal request is approved by the Office of Academic Deans. (For information on refunds, see the Tuition and Fees chapter.) When a withdrawal is effective the first day of classes or later, withdrawn courses will remain on the transcript with a "W" notation.

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

Readmission

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

Privacy of Student Records

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

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

The regulations of the act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to parents without the student's prior consent. The College may notify the student's parents in writing of academic probation, required withdrawal, and suspension. In communications with parents concern-

ing 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.

Pre-Medical and Pre-Health Advising

Pre-health advising is available to all interested students, primarily through the Office of Pre-Health Programs. The Dean of Pre-Medical Programs and the Associate Director for Pre-Health Advising cosponsor information sessions early every 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 and with developing clinical internships. A robust schedule of programming offered throughout the year includes information sessions and alumnae panels, and visits by admission staff from health professions programs throughout the country.

The Associate Director for Pre-Health Advising serves as the advisor to all students who are exploring and preparing for careers in the health professions. In addition, students are encouraged to access the Dean of Pre-Medical Programs and individual members of the Committee on the Health Professions for advice. When a student begins the process of applying to health professions school, she may request to be formally assigned an advisor from among the faculty who serve on the Committee on the Health Professions. The advisor works closely with the student and the Office of Pre-Health Programs in an advisory role, and serves as the author of a composite letter of recommendation in support of her application. At the student's request, other faculty who are not members of the committee but who know the student well may author the composite letter. The Office of Pre-Health Programs will provide full support and guidance to these faculty authors.

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. The content of the packet is intended to help optimize the student's efforts in completing an application that will be successful and also sets into motion a complex tracking and support process. 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

Throughout the academic year, faculty advise students about graduate study in specific fields and about ways to meet graduate admission requirements. Students can also receive guidance about researching graduate programs, preparing application

materials, and readying themselves for entrance examinations by consulting with the Graduate School and Fellowships Advisor in the Academic Deans Office.

Advising for Scholarships and Fellowships

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

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

Admission

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

Undergraduate Admission

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

The Admission Process

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

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

Standardized Testing: Optional

Students are welcome to submit Scholastic Aptitude Test (SAT) and ACT scores. However, 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
- Mount Holyoke College Writing Supplement
- High school transcript
- Two teacher evaluations
- College counselor evaluation
- Standardized tests: submission of SAT and ACT scores is optional (home-schooled students are required to submit either the ACT or three SAT subject tests); TOEFL or IELTS (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. Contact information for alumnae admission representatives can be obtained from the admission office.

Home Schooling

Mount Holyoke welcomes applications from students who have been schooled at home. To facilitate the application process, the College advises home-schooled candidates to contact the admission office early in the process. In addition to completing the Mount Holyoke application forms, candidates must submit 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
- Mount Holyoke College Writing Supplement
- College official's form
- Instructor evaluation
- Secondary school report
- High school transcripts
- College transcripts
- TOEFL score (if applicable)
- \$60 application fee (waived if you apply online)

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

International Applicants

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

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

The Frances Perkins Program

The Frances Perkins Program is designed for women over 25 years of age who have 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

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

Readmission

For information on readmission, see the Academic Regulations chapter.

Graduate Admission

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) is an accelerated coed teacher education program for aspiring middle and secondary school teachers. This flexible, 11-month M.A.T. includes an innovative curriculum, a unique collaboration with Expeditionary Learning (EL), personalized advising, and initial teacher licensure in 19 subject areas.

Students interested in applying to the M.A.T. program should submit a completed application, have an undergraduate major (or demonstrate equivalent subject area knowledge) in their desired teaching discipline, and have already passed the appropriate Massachusetts Test for Educator Licensure (MTEL). As part of the application process, program faculty are available to advise students on the selection of, and preparation for, the appropriate MTEL.

The preferred application deadline is in early April; see <https://www.mtholyoke.edu/graduateprograms/teaching/apply> for details and to download an application. Applications received after the preferred date will be reviewed on a case by case basis.

For complete information about the program, see the Other Degree and Certificate Programs chapter or the M.A.T. website at <https://www.mtholyoke.edu/graduateprograms/teaching>.

Master of Arts in Mathematics Teaching

The Master of Arts in Mathematics Teaching program (M.A.M.T.) offered by the Mathematics Leadership Programs of Mount Holyoke College is designed for teachers, teacher-leaders, and math coaches of grades K–8 who have their teacher certification and bachelor's degree and would like to develop their professional credentials in order to become qualified as math specialists.

Those interested in applying to the M.A.M.T. program should submit a completed application. The preferred application deadline is June 1. See <http://mathleadership.org/programs/master-of-arts-in-mathematics-teaching/> for details and to download an application. Applications received after the preferred date will be reviewed on a case by case basis.

For complete information about the program, see the Mount Holyoke Extension chapter or the M.A.M.T. website: <http://mathleadership.org/programs/master-of-arts-in-mathematics-teaching/>.

Master of Arts

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 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

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

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

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

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

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

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

Mary E. Woolley Fellowship A keystone award given annually by the Alumnae Association. Awarded without limitation as to year of graduation, field of work, or place of study.

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

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

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

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 22.

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 24.

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

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

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

Economics

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

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

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

English

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

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

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

History

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 the department assistant.

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

Psychology

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

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

Tuition and Fees

Fixed charges for 2013–2014:

Undergraduate Tuition (fall and spring semesters)	\$41,270
Graduate Tuition (per credit hour)	\$1,290
Master of Arts in Teaching (accelerated, one year)	\$24,500
Master of Arts in Mathematics Teaching (entering summer 2013)	\$24,000
Frances Perkins (off campus, per credit hour)	\$1,290
Postbaccalaureate (pre-medical) 10-course comprehensive fee	\$37,000
Postbaccalaureate (pre-medical) per additional course	\$3,700
Summer courses (per 4-credit course)	\$1,200
Room	\$5,940
Board	\$6,200
Student Government Association Fee	\$186
Student Health Insurance	\$1,655
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 20 meals per 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 pre-medical postbaccalaureate students. Frances Perkins students who are not in residence are billed per credit hour enrolled.

On-campus room and board are not included in the postbaccalaureate or accelerated Master of Arts in Teaching comprehensive fee. Postbaccalaureate students who are not enrolled in the pre-medical program and pre-medical program students who take courses in excess of the ten courses covered by the comprehensive fee are 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. Domestic 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 unless they are covered by an embassy 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: \$675

30 minutes: \$408

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

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

Riding Fees (per semester)

Standard group riding, 60 min., twice/week, 10 weeks: \$575

Intermediate dressage sections, once/week, 10 weeks: \$350

Private lessons (PE credit) 45 min., once/week, 9 weeks: \$750

Semiprivate lessons (PE credit) 50 min., once/week, 9 weeks: \$500

Noncredit instruction, private, 45 minutes: \$80

Noncredit instruction, semiprivate, 50 minutes: \$60

PE 053, Intensive Riding, 8 meetings: \$350

PE 150, Horsemanship Enrichment Class: \$200

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

Riding lesson fees will not be refunded after the riding program drop date. Should a rider drop the course after receiving instruction but before the drop date, a fee of \$50 will be charged per lesson.

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

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

The cost of boarding a horse at the Equestrian Center is \$725 per month, payable monthly. For an application form and further boarding information, contact Paula Pierce, director, at ppierce@mtholyoke.edu. Space is limited.

Golf Fees (per semester)

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

Other Physical Education Fees

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

Additional courses:

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

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

Timetable for Payments for 2013–2014

Enrollment deposit from all new students entering: \$300

Enrollment deposit for pre-medical postbaccalaureate program: \$2,000

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

Fall semester fees are due July 31, 2013.

Spring semester fees are due January 5, 2014.

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 on their student account by logging in to ISIS and choosing

Online AR Account Activity. Follow the link “CASHNet View and Pay eBill” to see recent account activity.

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

Payment Plans

Semester Payment Plan

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

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, 2013, for the 2013-2014 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 is also an option. A current year FAFSA must be completed for any student whose parent wishes to apply for the Parent PLUS. Either parent may apply for the PLUS loan beginning June 1 at www.studentloans.gov. Mount Holyoke processes the approved PLUS loans starting July 1.

MEFA Loan

Funded by the Massachusetts Educational Financing Authority (MEFA), the fixed or variable interest rate Undergraduate MEFA loan allows students and their families to borrow from a minimum of \$2,000 up to the full cost of education less financial aid

at more than 70 Massachusetts colleges and universities. Residents of all states are eligible to apply at www.mefa.org/collegeloans.

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 deferred interest will be capitalized into the principal. Some lenders of alternative student loans may charge an origination or disbursement fee. Repayment terms vary, often depending on the amount borrowed and the credit score of the student and/or cosigner. Alternative student loans usually require a creditworthy cosigner. The maximum amount of loan the College will certify is the cost of education minus any financial aid. For more information visit our website at www.mtholyoke.edu/sfs/alternative_loans.html. 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 Academic Dean's office. The Academic Dean's office must receive written notice of the student's intent to withdraw. Please see "Withdrawal from the College" in the Academic Regulations chapter for more information.

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

Tuition

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 a Tuition Refund Plan. The plan complements and extends Mount Holyoke's current refund policy by providing plan participants with a 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 other medical reasons. 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.

2013-2014 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 \$1,800 to \$2,400 depending on the student’s year in college. For independent students, the minimum student contribution is \$3,300.

Net Price/Net Cost

The net price is defined as the difference between billed costs (tuition, fees, room and board) and scholarship or grant assistance from all sources. The net cost is the difference between the cost of attendance (billed costs plus estimated expenses such as books, personal expenses, and travel) and all sources of financial aid. The family con-

tribution may not match the net cost due to the receipt of awards that exceed institutional eligibility for need-based assistance.

Divorced or Separated Parents

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

The Family Contribution from Year to Year

Following federal and College policy, 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 for the third semester of enrollment 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 December 1, file the PROFILE and Noncustodial Profile (where applicable).
- By December 1, submit the most recent federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns (if applicable) to Student Financial Services.
- File the FAFSA after January 1 but before April 15.
- By 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 January 1, submit the most recent federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns (if applicable) to Student Financial Services.
- File the FAFSA after January 1 but before April 15.
- By April 15, submit parents' and student's *current year* federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns

(if applicable) directly to the College Board's Institutional Documentation Service (IDOC).

- *Notification of eligibility:* Estimate sent in late January; final 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 November 15 for spring.
- File the FAFSA by March 1 for fall admission and by November 15 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 con-

sidered 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.
- Selected students: Submit federal tax forms and supplemental forms to College Board IDOC (Image Documentation Service) within ten days of email request from Student Financial Services.

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, 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 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 \$30,000, 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 federal 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 accrued interest begins after a six months grace period once the student ceases to be enrolled at least half-time.

Students who are not eligible for the subsidized FDSL will qualify for an unsubsidized FDSL, 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 6.8 percent for 2013-2014. The unsubsidized FDSL interest rate is also 6.8 percent. An origination fee of 1.0 percent is deducted from the total amount of the loan. 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 rate 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 promissory note and entrance counseling. Promissory notes must be completed each year a student receives a Perkins loan, but entrance counseling must only be completed once.

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 promissory note and all federally mandated disclosures have been received by the student and she accepts the terms of the loans. Student Financial Services will notify students when the master promissory note is ready to be signed. Promissory notes and federally mandated disclosure notices must be completed each year a student receives a Mount Holyoke College loan.

Student Employment

The College participates in the Federal Work-Study Program, a need-based program that funds student earnings for on-campus jobs as well as a number of off-campus positions with nonprofit agencies. The College also funds student employment for on-campus jobs. Annual student earnings depend on job position and hours worked. First-year students earn approximately \$2,100 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 awarded work study are eligible to apply for jobs of any level. Students not awarded work study may apply

for Level 2, 3, or 4 jobs only. 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.

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.

Policies Regarding Merit-Based Awards and Other Non-Need-Based Grant Support

Students who receive non-need-based institutional scholarships or grants are eligible for eight semesters of funding; funding is renewed annually, provided the student remains in good academic standing. Students continuing on academic probation for more than one semester or suspended for academic reasons will not be eligible to renew the non-need-based scholarships or grants. Refunds of non-need-based grants will be tied to the refund schedule for tuition per the Tuition and Fees chapter of this catalogue, e.g., if tuition is refunded 25 percent, 25 percent of the scholarship will be charged back to the student for the semester. In cases where the student takes a leave for medical reasons and there is a scholarship reversal based on the refund schedule, she may appeal for the remaining scholarship to be applied to a ninth semester, should she need the additional semester to complete her degree.

Outside Scholarships

Mount Holyoke 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. Mount Holyoke grants and scholarships, including Tuition Assistance Grants, cannot be used for study abroad.

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 College's domestic exchange programs and study away opportunities. Priority is given to students who can demonstrate that off-campus study is an integral element of their academic program. For more information, refer to "Exchanges and Semester Programs" in the Special Programs and Resources chapter or visit the Academic Dean's website regarding financial aid during academic leaves.

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 by Student Financial Services.

Satisfactory Academic Progress

Eligibility for financial aid is contingent on maintaining a satisfactory academic record, according to the standards described in the "Class Standing and Academic Deficiencies" section in the Academic Regulations chapter of this bulletin or 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 revoked. Students will be eligible for institutional funding for the second semester of academic probation. Students will not be eligible for institutional or federal funding if they remain on academic probation for a third semester.

If a student loses federal or institutional funding due to not meeting satisfactory academic progress, she may appeal 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 non-need-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 may appeal to transfer in or earn up to 6 additional credits when they have received aid for credits that were attempted at Mount Holyoke but not earned. These additional credits must be earned after at least one semester of enrollment at Mount Holyoke.

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

Adding/Dropping Courses

For students who pay tuition by the credit hour (Frances Perkins nonresident 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
so	=	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.

Students who enroll in a first-year seminar will also be required to coregister for First-Year Connections, a 1-credit, six-week mini course that will introduce students to the resources on campus; connect them with important offices, staff, and faculty; and help them develop some of the academic skills

that will support their success at Mount Holyoke, including: resourceful approaches to seeking feedback and interaction with faculty, opportunities to think intentionally and reflectively about their liberal arts education and experiential learning opportunities, speaking up in class, and cultivating productive coping with stressors.

Fall

- Africana Studies*
- 100(1) First-Year Seminar: The Civil Rights Movement
- Art (History)*
- 110(1) Introductory Seminar in Art History: Inside Art
- *110(2) Introductory Seminar in Art History: Early Modern Art
- *110(3) Introductory Seminar in Art History: Inside Art
- Astronomy*
- 105(1) Mars: Missions, Conditions, and Prospects for Habitation
- Biochemistry*
- 111(1) Life's Matrix: Water, Water, Every Where … Nor Any Drop to Drink
- Biological Sciences*
- 145(3) Introductory Biology: A Green World
- Chemistry*
- 110(1) First-Year Seminar: Forensic Science
- Classics*
- 106(1) Socratic Questions
- College (Indpt) Courses*
- 101(1) Introductory Seminar: Encountering the Sacred: The Bible and Reading
- Computer Science*
- 105(1) iDesign Studio
- Critical Social Thought*
- 100(1) First-Year Seminar: The Self and Political Thought

- 100(2) First-Year Seminar: Politics of Inequality: Social Movements in the U.S.
- *100(3) First-year Seminar: What Is Performance?
- English*
- 101(1) Seminar in Reading, Writing, and Reasoning: U.S. Multiethnic Literatures: Refracting America
- 101(2) Seminar in Reading, Writing, and Reasoning: U.S. Multiethnic Literatures: Refracting America
- 101(3) Seminar in Reading, Writing, and Reasoning: Reading Nonfiction
- 101(4) Seminar in Reading, Writing, and Reasoning: Irish Literature and Culture
- 101(5) Seminar in Reading, Writing, and Reasoning: Images of the Self
- 101(6) Seminar in Reading, Writing, and Reasoning: Images of the Self
- 101(7) Seminar in Reading, Writing, and Reasoning: Sherlock Holmes
- 101(8) Seminar in Reading, Writing, and Reasoning: A Little Learning
- 101(9) Seminar in Reading, Writing, and Reasoning: Multicultural Families
- 101(10) Seminar in Reading, Writing, and Reasoning: Crossings in Multiethnic America
- Film Studies*
- 101(1) First Year Seminar: Hollywood Meets Germany: From Marlene Dietrich and Billy Wilder to Sandra Bullock and George Clooney
- *101(3) First Year Seminar: African Cinema
- French*
- 120(1) First-Year Seminar: Memories of Childhood in French and Francophone Fiction and Film
- Gender Studies*
- 117(1) First-Year Seminar: Women, Politics, and Activism in U.S. History

<i>German Studies</i>		Spring
100(1)	Hollywood Meets Germany: From Marlene Dietrich and Billy Wilder to Sandra Bullock and George Clooney	<i>Africana Studies</i>
		*100(1) First-Year Seminar: American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-First Century
	<i>History</i>	<i>Anthropology</i>
101(1)	Foundation: The Civil Rights Movement	106(1) What All Is "About" About?
101(2)	Foundation: On Fraud, Forgery, Bunk, and Bad History	<i>Chemistry</i>
101(3)	Foundation: Women, Politics, and Activism in U.S. History	*110(1) First-Year Seminar: Forensic Science
	<i>Latin American Studies</i>	*110(3) First-year Seminar: Using Spectroscopy to Analyze Paintings
105(1)	First-Year Seminar: Politics of Inequality: Social Movements in the U.S.	<i>College (Indpt) Courses</i>
	<i>Music</i>	*101(1) Introductory Seminar: Stressed Out
110(1)	First-Year Seminar: Performance as Art and Science	151(5) First-Year Seminar: Literature and Politics: The Power of Words
110(2)	First-Year Seminar: Keyboard Instruments as Technology	<i>Dance</i>
	<i>Philosophy</i>	*101(1) Introduction to Dance: Dance as an Art Form
102(1)	First-Year Seminar on Topics in Philosophy: God, Morality, and Freedom	<i>Economics</i>
	<i>Physics</i>	100(2) Introductory Economics Topics Courses: Global Economy
*105(1)	Science in the Media	<i>English</i>
	<i>Politics</i>	101(1) Seminar in Reading, Writing, and Reasoning: Sherlock Holmes
100(1)	First-Year Seminars in Politics: Speaking and Arguing: The Rhetoric of Peace and War	<i>French</i>
100(2)	First-Year Seminars in Politics: Confessions, Novels, and Notebooks: The Self and Political Thought	120(1) First-Year Seminar: War, Romance, and Cinema: Introduction to French Heroes
*100(3)	First-Year Seminars in Politics: The Politics of Food	<i>Gender Studies</i>
	<i>Psychology</i>	101(2) Introduction to Gender Studies
110(1)	Introductory Seminar in Psychology: Sex, Drugs, and Psychopaths	<i>Geology</i>
*110(2)	Introductory Seminar in Psychology: 100 Marathons	115(1) First-Year Seminar: Emergence of Animals
	<i>Sociology</i>	<i>Latin American Studies</i>
*103(1)	First-Year Seminar: Sociology of Higher Education	*105(1) First-Year Seminar: The History of Latin America in 50 Objects
		<i>Politics</i>
		100(1) First-Year Seminars in Politics: Politics and Truth

100(2)	First-Year Seminars in Politics: What in the World is Going On?	208(1)	Introduction to Twentieth-Century Critical Race Theory
*100(3)	First-Year Seminars in Politics: Family Ties	*210(1)	African American Culture and Society
*100(4)	First-Year Seminars in Politics: Black Metropolis: From MLK to Obama	302(1)	Urban Policy
	<i>Russian and Eurasian Studies</i>	*308(1)	Luminous Darkness: African American Social Thought After DuBois
151(4)	First-Year Seminar: Crown Jewels of Russian Culture	356(1)	Black Migrations
	<i>Sociology</i>		<i>Anthropology</i>
103(1)	First-Year Seminar: Social Inequality	105(1)	Introduction to Cultural Anthropology
	<i>Spanish</i>	105(2)	Introduction to Cultural Anthropology
105(1)	First Year Seminar: Rebels and Radicals: Latin American Feminist Thought	105(3)	Introduction to Cultural Anthropology
	<i>Theatre Arts</i>	204(1)	Anthropology of Modern Japan
*150(1)	What Is Performance?	207(1)	Peoples of the South Pacific
		212(1)	Shopping and Swapping: Cultures of Consumption and Exchange
		216(2)	Special Topics in Anthropology: Collecting the Past: Art and Artifacts of the Ancient Americas
		230(1)	Language in Culture and Society
		310(1)	Visual Anthropology in the Material World
		316(1)	Special Topics in Anthropology: Space, Place, and Way-finding
		316(1)	Special Topics in Anthropology: Ethnographies of Law
		334(1)	Memory, History, and Forgetting
		350(1)	Issues in Contemporary Anthropological Theory

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.

	<i>Art (History)</i>		
261(1)	Arts of China		
*263(1)	Arts of India		
*271(1)	Arts of Islam: Book, Mosque, and Palace		
290(1)	Issues in Art History: Jewish Religious Art and Material Culture: From Ancient Israel to Contemporary Judaism		
	<i>Africana Studies</i>		
*100(1)	First-Year Seminar: American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-First Century		
100(1)	First-Year Seminar: The Civil Rights Movement		
200(1)	Introduction to Africana Studies		
		105(1)	Arts of Asia
		*261(1)	Arts of China
			<i>Asian Studies</i>
		101(1)	Introduction to Chinese Civilization: Traditional China
		107(1)	Arts of Asia
		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
		*252(1)	Stories and Storytelling in India and the World

*254(1)	The Great Epics of India: Representations and Interpretations		<i>English</i>
261(1)	Hinduism	101(1)	Seminar in Reading, Writing, and Reasoning: U.S. Multiethnic Literatures: Refracting America
264(1)	Twentieth-Century Korea through Fiction and Film	101(2)	Seminar in Reading, Writing, and Reasoning: U.S. Multiethnic Literatures: Refracting America
265(1)	Modern Japanese and Korean Literature in Comparative Perspective	101(9)	Seminar in Reading, Writing, and Reasoning: Multicultural Families
*271(1)	Arts of Islam: Book, Mosque, and Palace	101(10)	Seminar in Reading, Writing, and Reasoning: Crossings in Multiethnic America
*272(1)	Gandhi, Tagore, India and the World	250(1)	African American Literature I
313(1)	Advanced Chinese Reading: Literary Works and Social Issues	251(1)	African American Literature II
314(1)	Learning Chinese through Films	*253(1)	African Literature
340(1)	Love, Gender-Crossing, and Women's Supremacy: A Reading of The Story of the Stone	256(1)	Transnational Literature
*350(1)	Love, Desire, and Gender in Indian Literature	274(1)	Introduction to Asian American Literature
	<i>College (Indpt) Courses</i>	334(1)	Beyond Geishas and Kung Fu Masters: Asian American Film and Visual Culture
101(1)	Introductory Seminar: Encountering the Sacred: The Bible and Reading	*337(1)	The Political Imagination in Contemporary South Africa
	<i>Critical Social Thought</i>		<i>Environmental Studies</i>
100(2)	First-Year Seminar: Politics of Inequality: Social Movements in the U.S.	210(1)	Political Ecology
252(1)	Topics in Critical Social Thought: Histories of Performance I		<i>Film Studies</i>
252(2)	Topics in Critical Social Thought: Histories of Performance II	220(1)	Special Topics in Film Studies: Twentieth-Century Korea through Fiction and Film
253(1)	Critical Race Theory	320(1)	Seminar in Film Studies: Beyond Geishas and Kung Fu Masters: Asian American Film and Visual Culture
	<i>Economics</i>	320(2)	Seminar in Film Studies: Visual Anthropology in the Material World
208(1)	Development and Transition in China	370(1)	Topics in National/Transnational Cinemas: Visualizing Immigrant Narratives: Migration in Film
213(1)	Economic Development: A Survey		
314(1)	Economic Development in the Age of Globalization	370(2)	Topics in National/Transnational Cinemas: Race and Representation in Latina/o Film
	<i>Education</i>		<i>French</i>
*205(1)	Racism and Inequality in Schools and Society	219(1)	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World
205(1)	Racism and Inequality in Schools and Society		
220(1)	Foundations of Multicultural Education		

	<i>Gender Studies</i>	*333(12)	Advanced Seminar: Love, Desire, and Gender in Indian Literature
204(3)	Women and Gender in the Study of Culture: Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater	*333(14)	Advanced Seminar: Beyond Logocentrism
			<i>Geography</i>
*204(4)	Women and Gender in the Study of Culture: Rebels and Radicals: Feminist Art and Literature in Latin America	105(1)	World Regional Geography
		*202(1)	Cities in a Global Context
*206(1)	Women and Gender in the Study of History: Women in Chinese History	208(1)	Global Movements: Migrations, Refugees and Diasporas
		*217(1)	The African Environments
*206(2)	Women and Gender in the Study of History: African Women: Food and Power	*311(1)	Seminars
		313(1)	Third World Development
*206(3)	Women and Gender in the Study of History: African American Women and U.S. History	313(2)	Third World Development
		319(1)	Africa: Problems and Prospects
210(1)	Women and Gender in Philosophy and Religion: Women and Gender in Islam		<i>German Studies</i>
210(2)	Women and Gender in Philosophy and Religion: Women and Buddhism	331(1)	Topics in German and European Studies in a Global Context: Germans outside Germany: German-Language Cultures in Europe
250(2)	Gender and Power in Global Contexts: The Politics of Abortion in the Americas		<i>History</i>
*333(B)	Advanced Seminar: Anthropology of Reproduction	206(1)	African Cities: Development Dreams and Nightmares in the Twentieth Century
333(E)	Advanced Seminar: Latina Feminisms	214(1)	History of Global Inequality
333(H)	Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>	231(1)	Tokugawa Japan
		*232(2)	Special Topics in Medieval History: Nomads, Merchants, and Monks: Medieval Central Asia
333(U)	Advanced Seminar: Latina/o Immigration	234(1)	The Atlantic World
333(W)	Advanced Seminar: Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers	235(1)	Native American History through 1865
333(X)	Advanced Seminar: Slanted Subjects: Queer Theories and Literatures in Latin America	259(1)	Empire, Race, and the Philippines
*333(7)	Advanced Seminar: Anthropology and Sexualities	274(1)	Blacks in the North, Revolution to Reconstruction
*333(10)	Advanced Seminar: Women Writers: Early Feminisms	281(1)	African American History, Precolonial to Emancipation
*333(12)	Advanced Seminar: Women and Gender in South Asia	282(1)	African American History from Emancipation to Obama
		287(1)	Topics in Latin American Studies: Afro-Latin America: From Slavery to Invisibility
		289(1)	Slavery in the Americas
		301(1)	Colloquium: The Age of Emancipation
		301(3)	Colloquium: The Middle East and World War I

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| 331(1) | Asian History: China's Tumultuous Twentieth Century | *287(2) | Topics in Latin American Studies: Latin America and the Apocalypse? |
| 373(1) | Cartography and Exploration in Early North America | *287(3) | Topics in Latin American Studies: Latina Theatre and Performance |
| *375(1) | American History: The Middle Period: Age of Emancipation | *288(1) | Modern Mexico |
| | <i>International Relations</i> | 289(1) | Slavery in the Americas |
| 211(1) | Middle East Politics | *386(1) | Central America: Reform, Reaction, Revolution |
| *222(1) | The United States, Israel, and the Arabs | 387(1) | Special Topics in Latin American Studies: Latina/o Immigration |
| 263(1) | U.S.-China Geopolitics | 387(1) | Special Topics in Latin American Studies: Latina Feminisms |
| 322(1) | International Politics of the Middle East | 387(2) | Special Topics in Latin American Studies: Visualizing Immigrant Narratives: Migration in Film |
| *333(1) | Just War and Jihad: Comparative Ethics of War and Peace | 387(3) | Special Topics in Latin American Studies: Race and Representation in Latina/o Film |
| *341(1) | Political Islam | | <i>Music</i> |
| *342(1) | Comparative Politics of North Africa | 166(1) | Introduction to the Music of Africa |
| | <i>Jewish Studies</i> | 226(1) | World Music |
| 270(1) | Jewish Religious Art and Material Culture: From Ancient Israel to Contemporary Judaism | *229(1) | African Popular Music |
| | <i>History</i> | *239(1) | African American Popular Music, 1930-2000 |
| 101(1) | Foundation: The Civil Rights Movement | | <i>Philosophy</i> |
| 130(1) | Introduction to Chinese Civilization: Traditional China | *103(1) | Comparative Introduction to Philosophy |
| 137(1) | Modern East Asia, 1600-2000 | | <i>Politics</i> |
| 161(1) | British Empire and Commonwealth | *100(4) | First-Year Seminars in Politics: Black Metropolis: From MLK to Obama |
| 180(1) | Introduction to Latin American Cultures | 200(1) | Introduction to Africana Studies |
| *204(1) | Issues in Islamic History: Classical Islamic Civilization | *250(1) | Black Urban Reform |
| | <i>Latin American Studies</i> | *253(1) | Introduction to Comparative Empires |
| 105(1) | First-Year Seminar: Politics of Inequality: Social Movements in the U.S. | 255(1) | Gender and Power in Global Contexts: The Politics of Abortion in the Americas |
| *105(1) | First-Year Seminar: The History of Latin America in 50 Objects | 302(1) | Urban Policy |
| 180(1) | Introduction to Latin American Cultures | *347(1) | Race and Urban Political Economy |
| 287(1) | Topics in Latin American Studies: Introduction to Latina/o Studies | 356(1) | Black Migrations |
| 287(1) | Topics in Latin American Studies: Introduction to Latina/o Studies: Structural Inequalities | 357(1) | War and Peace in South Asia |
| | | *359(1) | Democratization and Civil Society in East Asia |
| | | *380(1) | The Politics of Ethnic Conflict |

- Psychology*
- 215(1) Racism and Inequality in Schools and Society

- Religion*
- *201(1) Introduction to the Qur'an
 202(1) Introduction to Islam
 *205(1) Issues in Islamic History: Classical Islamic Civilization
 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
 *236(1) Early Christianity in Iraq and Iran
 241(1) Women and Buddhism
 261(1) Hinduism
 263(1) Introduction to Buddhism
 *267(1) Buddhist Ethics
 270(1) Jewish Religious Art and Material Culture: From Ancient Israel to Contemporary Judaism
 *311(1) Sufism: The Mystic Path in Islam
 *325(1) Asian Religions IV: Gods, Myths and Devotion: Hindu Sacred Narratives

- Spanish*
- 230(1) Identities and Intersections: An Introduction: Constructing (Our) America
 *230(1) Identities and Intersections: An Introduction: Rebels and Radicals: Feminist Art and Literature in Latin America
 250(1) Concepts and Practices of Power: An Introduction: Indigenous Politics and Poetics in Modern Latin America
 *250(2) Concepts and Practices of Power: An Introduction: Fighting Words: Imperial Discourses and Resistance in the Americas
 330(1) Advanced Studies in Identities and Intersections: Spain and Islam
 330(2) Advanced Studies in Identities and Intersections: Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers

- 350(1) Advanced Studies in Concepts and Practices of Power: Slanted Subjects: Queer Theories and Literatures in Latin America

- Theatre Arts*
- *234(2) Topics in Theatre Studies: Afro-Latina/o Diasporic Performance
 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*
- 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
 *252(1) Stories and Storytelling in India and the World
 *254(1) The Great Epics of India: Representations and Interpretations
 264(1) Twentieth-Century Korea through Fiction and Film
 265(1) Modern Japanese and Korean Literature in Comparative Perspective
 *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
 212(1) Greek Tragedy, American Drama, and Film

- College (Indpt) Courses*
- 151(5) First-Year Seminar: Literature and Politics: The Power of Words

<i>Critical Social Thought</i>		<i>German Studies</i>	
*250(2)	Nineteenth-Century Critical Social Thought: An Introduction	100(1)	Hollywood Meets Germany: From Marlene Dietrich and Billy Wilder to Sandra Bullock and George Clooney
<i>Film Studies</i>			
101(1)	First Year Seminar: Hollywood Meets Germany: From Marlene Dietrich and Billy Wilder to Sandra Bullock and George Clooney	*231(1)	Topics in German and European Studies in a Global Context: Introduction to Nineteenth-Century Critical Social Thought
*101(3)	First Year Seminar: African Cinema	231(1)	Topics in German and European Studies in a Global Context: Trans*gender and Queer German Cinema: From Third Sex (1919) to Trans-Papa (2012)
*220(5)	Special Topics in Film Studies: Transforming Visions: Homage to German Women Filmmakers	*231(2)	Topics in German and European Studies in a Global Context: Transforming Visions: Homage to German Women Filmmakers
270(1)	National and Transnational Cinema: Trans*gender and Queer German Cinema: From Third Sex (1919) to Trans-Papa (2012)		
*270(2)	National and Transnational Cinema: Haunted Utopia?: Weimar Cinema (1919-1931): From Caligari to M	331(1)	Topics in German and European Studies in a Global Context: Germans outside Germany: German-Language Cultures in Europe
370(1)	Topics in National/Transnational Cinemas: Visualizing Immigrant Narratives: Migration in Film	<i>History</i>	
<i>French</i>		260(2)	Topics in the Recent History of Europe: Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917-1953
120(1)	First-Year Seminar: War, Romance, and Cinema: Introduction to French Heroes	<i>Italian</i>	
120(1)	First-Year Seminar: Memories of Childhood in French and Francophone Fiction and Film	*225(1)	A Different Language Is a Different Vision of Life: Contemporary Italy through Cinema
321(1)	Seminar in Romance Languages and Cultures: Topic: Mothers and Daughters	361(1)	Seminar in Romance Languages and Cultures: Mothers and Daughters
<i>Gender Studies</i>		*361(1)	Seminar in Romance Languages and Cultures: Topic: Don Juan, Valmont, Casanova: <i>Iconic Latin Lovers</i>
204(3)	Women and Gender in the Study of Culture: Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater	*361(3)	Seminar in Romance Languages and Cultures: Topic: The Mind of the Traveler: Journeys, Expeditions, Tours
*333(12)	Advanced Seminar: Love, Desire, and Gender in Indian Literature	<i>Latin American Studies</i>	
333(H)	Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>	387(2)	Special Topics in Latin American Studies: Visualizing Immigrant Narratives: Migration in Film
333(R)	Advanced Seminar: Mothers and Daughters		

- Politics*
- 263(1) Kremlin Rising: Russian Foreign Policy in the 21st Century
- *264(1) Russia and the West
- *300(1) The New Democracies
- *308(1) Nationalism
- *312(1) Silk Roads: Ancient and Modern Highways across the Eurasian Continent
- 320(1) Impacts of War
- *350(1) Revolutions
- Romance Languages and Literatures*
- *375(1) Seminar in Romance Languages and Cultures: Topic: Don Juan, Valmont, Casanova: *Iconic Latin Lovers*
- 375(1) Seminar in Romance Languages and Cultures: Mothers and Daughters
- Russian and Eurasian Studies*
- 151(4) First-Year Seminar: Crown Jewels of Russian Culture
- *205(1) The Romanovs: Triumph and Tragedy
- 210(1) Great Books: The Literature of Nineteenth-Century Russia
- *211(1) Topics in Twentieth-Century Russian Literature: The Culture of the Cold War: Atom Bombs, Show Trials, Witch Hunts, and Alien Invasions
- 211(1) Topics in Twentieth-Century Russian Literature: Diabolic Carnival: Bulgakov's Master and Margarita and Its Contexts
- *212(1) Russia
- *215(1) Dostoevsky and the Problem of Evil: *The Brothers Karamazov*
- 231(1) *Anna Karenina* and Contexts: Tolstoy on Love, Death, and Family Life
- *240(1) Russian Politics
- *241(1) Russia and the West
- *242(1) Oil and Water Don't Mix: Geopolitics, Energy, and the Environment

- 244(1) Topics in the Recent History of Europe: Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917-1953
- 246(1) Kremlin Rising: Russian Foreign Policy in the Twenty-first Century
- 312(1) Silk Roads: Ancient and Modern Highways across the Eurasian Continent
- 315(1) Utopia and Dystopia: Imagined Worlds of Literature and Internet
- *330(1) Nationalism
- 331(1) Impacts of War
- *343(1) Origins of Terrorism
- *350(1) Revolutions
- Spanish*
- 105(1) First Year Seminar: Rebels and Radicals: Latin American Feminist Thought
- 360(1) Advanced Studies in Language and Society: Mothers and Daughters
- *360(1) Seminar in Romance Languages and Cultures: Topic: Don Juan, Valmont, Casanova: *Iconic Latin Lovers*

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

Africana Studies

- 100(1) First-Year Seminar: The Civil Rights Movement
- *100(1) First-Year Seminar: American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-First Century
- 200(1) Introduction to Africana Studies

Anthropology

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

Architectural Studies

- 391(1) Research Seminar in Art History and Architectural Studies

Art (History)

- *300(1) Seminar: Critical Approaches to Art Historical Study
- 310(1) Seminar in Ancient Art: Love and Metamorphosis: Storytelling in Roman Art
- 391(1) Research Seminar in Art History and Architectural Studies

Asian Studies

- *252(1) Stories and Storytelling in India and the World
- 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

- 105(1) Mars: Missions, Conditions, and Prospects for Habitation

Biochemistry

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

Biological Sciences

- 308(1) Darwin
- *315(1) Behavioral Ecology
- *318(1) Aquatic Biology
- *321(C) Conference Course: Marine Conservation Biology
- 321(H) Conference Course: Topics in Invasion Ecology

Chemistry

- *110(1) First-Year Seminar: Forensic Science
- 110(1) First-Year Seminar: Forensic Science
- *110(3) First-year Seminar: Using Spectroscopy to Analyze Paintings

Classics

- 106(1) Socratic Questions

<i>College (Indpt) Courses</i>		101(7)	Seminar in Reading, Writing, and Reasoning: Sherlock Holmes
101(1)	Introductory Seminar: Encountering the Sacred: The Bible and Reading	101(8)	Seminar in Reading, Writing, and Reasoning: A Little Learning
151(5)	First-Year Seminar: Literature and Politics: The Power of Words	101(9)	Seminar in Reading, Writing, and Reasoning: Multicultural Families
<i>Critical Social Thought</i>		101(10)	Seminar in Reading, Writing, and Reasoning: Crossings in Multiethnic America
100(1)	First-Year Seminar: The Self and Political Thought	103(1)	Academic Discourse and Multilingual Speakers
*100(3)	First-year Seminar: What Is Performance?	103(2)	Academic Discourse and Multilingual Speakers
280(1)	Literary Criticism and Theory	104(1)	Academic Discourse and Multilingual Speakers
*350(1)	Seminar in Critical Social Thought	104(2)	Academic Discourse and Multilingual Speakers
<i>Curricular Support Courses</i>		200(1)	An Introduction to the Study of Literature
*212(1)	Peer Mentoring: Theory and Practice	200(2)	An Introduction to the Study of Literature
212(1)	Peer Mentoring: Theory and Practice	200(3)	An Introduction to the Study of Literature
<i>Economics</i>		200(4)	An Introduction to the Study of Literature
314(1)	Economic Development in the Age of Globalization	201(1)	Introduction to Creative Writing
<i>Education</i>		201(2)	Introduction to Creative Writing
205(1)	Racism and Inequality in Schools and Society	201(3)	Introduction to Creative Writing
300(1)	The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools.	202(1)	Introduction to Journalism
<i>English</i>		203(1)	Short Story Writing I
101(1)	Seminar in Reading, Writing, and Reasoning: Sherlock Holmes	204(1)	Verse Writing I
101(1)	Seminar in Reading, Writing, and Reasoning: U.S. Multiethnic Literatures: Refracting America	206(1)	Expository Prose: The History of the Essay
101(2)	Seminar in Reading, Writing, and Reasoning: U.S. Multiethnic Literatures: Refracting America	206(1)	Expository Prose: Making the Argument
101(3)	Seminar in Reading, Writing, and Reasoning: Reading Nonfiction	213(1)	The Literature of the Later Middle Ages
101(4)	Seminar in Reading, Writing, and Reasoning: Irish Literature and Culture	214(1)	Topics in Medieval Studies: Love and Reason in Medieval Romance
101(5)	Seminar in Reading, Writing, and Reasoning: Images of the Self	215(1)	Early Chaucer
101(6)	Seminar in Reading, Writing, and Reasoning: Images of the Self	280(1)	Literary Criticism and Theory
		284(1)	Adaptation from Page to Screen
		300(1)	Writing Historical Fiction
		301(1)	Studies in Journalism: Narrative Nonfiction
		301(1)	Studies in Journalism: Journalism History and Ethics: The Role and Function of the Fourth Estate
		303(1)	Short Story Writing II

304(1)	Verse Writing II	*390(1)	Topics in Film Theory: Feminist Theory and Film
*305(1)	Writing Literature for Children	*390(2)	Topics in Film Theory: Philosophy of Film
*311(1)	Chaucer: <i>The Canterbury Tales</i>	*390(3)	Topics in Film Theory: Queer Theory and Recent Queer Film in Latin America
317(1)	Studies in Renaissance Literature: Trauma in the Premodern World		<i>French</i>
321(1)	Studies in Nineteenth-Century British Literature: Victorian Sympathy	215(1)	Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World
321(1)	Studies in Nineteenth-Century British Literature: Nineteenth-Century Science and the Victorian Novel	215(2)	Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World
	<i>Environmental Studies</i>		<i>Gender Studies</i>
*267(1)	Reading and Writing in the World	101(2)	Introduction to Gender Studies
315(1)	Qualitative Research Methods in Environment and Society	117(1)	First-Year Seminar: Women, Politics, and Activism in U.S. History
317(1)	Perspectives on American Environmental History	204(1)	Women and Gender in the Study of Culture: Assault, Rape and Murder: Gendered Violence from Medieval to Contemporary Spain
333(1)	Landscape and Narrative	*204(4)	Women and Gender in the Study of Culture: Rebels and Radicals: Feminist Art and Literature in Latin America
	<i>Film Studies</i>	*204(7)	Women and Gender in the Study of Culture: Gender and Animality
101(1)	First Year Seminar: Hollywood Meets Germany: From Marlene Dietrich and Billy Wilder to Sandra Bullock and George Clooney	*226(1)	The Art of Fact: Writing the Lives of Women
*203(1)	Introduction to Spanish and Latin American Cinema	*333(10)	Advanced Seminar: Women Writers: Early Feminisms
220(1)	Special Topics in Film Studies: Adaptation from Page to Screen	*333(14)	Advanced Seminar: Beyond Logocentrism
*220(5)	Special Topics in Film Studies: The Remembrance of the Holocaust in Film	*333(16)	Advanced Seminar: "Uncommon Women" Conquer the World: Archival Memories Come to Life
270(1)	National and Transnational Cinema: Trans*gender and Queer German Cinema: From Third Sex (1919) to Trans-Papa (2012)	333(H)	Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>
*270(2)	National and Transnational Cinema: Haunted Utopia?: Weimar Cinema (1919-1931): From Caligari to M	333(L)	Advanced Seminar: The Art of Fact: Writing the Lives of Women
370(2)	Topics in National/Transnational Cinemas: Taboo-Breakers: Censors and the Filming of Brecht, Kafka, Hesse, the Manns		
*380(1)	Topics in Film Authorship: Henry James on Film		
380(3)	Topics in Film Authorship: Natural's Not in It: Pedro Almodávar		

333(W)	Advanced Seminar: Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers	*323(1)	Topics in German Studies: German Culture from 1800 to 2000: Visions and Discoveries That Transformed the Present: Voices of Makers and Filmmakers
333(X)	Advanced Seminar: Slanted Subjects: Queer Theories and Literatures in Latin America	325(1)	Senior Capstone Seminar: Topographies of Berlin: Case Studies in the Meaning of Space, Places, and Identity
	<i>Geography</i>		
*311(1)	Seminars	332(1)	Topics in German and European Studies within a Global Context: Germans outside Germany: German-Language Cultures in Europe
	<i>Geology</i>		
115(1)	First-Year Seminar: Emergence of Animals		
*210(1)	Plate Tectonics		
	<i>German Studies</i>		<i>History</i>
100(1)	Hollywood Meets Germany: From Marlene Dietrich and Billy Wilder to Sandra Bullock and George Clooney	101(1)	Foundation: The Civil Rights Movement
201(1)	Intermediate German	101(3)	Foundation: Women, Politics, and Activism in U.S. History
220(1)	Stories and Histories: German Culture from 1945 to the Present	259(1)	Empire, Race, and the Philippines
221(1)	The Diversity of German Culture: 1800 to the Present	301(2)	Colloquium: History of Energy
223(1)	Topics in German Studies: Flights of Fantasy, Fits of Madness		<i>International Relations</i>
223(1)	Topics in German Studies: Herta Mueller and Eastern European Immigrant Authors in Austria and Switzerland	231(1)	European Politics
		263(1)	U.S.-China Geopolitics
		321(1)	Transnational Social Movements and Culture
		337(1)	International Human Rights Advocacy in Theory and Practice
*224(1)	Tutorial in German Culture: Visions: Homage to German Women Directors		<i>Latin American Studies</i>
231(1)	Topics in German and European Studies in a Global Context: Trans*gender and Queer German Cinema: From Third Sex (1919) to Trans-Papa (2012)	287(1)	Topics in Latin American Studies: Introduction to Latina/o Studies
232(1)	German Studies Tutorial for Courses Taught in English: Trans*gender and Queer German Cinema: From Third Sex (1919) to Trans-Papa (2012)	*287(2)	Topics in Latin American Studies: Latin America and the Apocalypse?
		387(2)	Special Topics in Latin American Studies: Trans-Latina/o Cultural Studies
			<i>Mathematics</i>
*301(1)	German from Curriculum to Career	251(1)	Laboratory in Mathematical Experimentation
315(1)	Topics in German and European Culture in a Global Context: Taboo-Breakers: Censors and the Filming of Brecht, Kafka, Hesse, the Manns		<i>Music</i>
		*128(1)	The Hyperbolic World of Opera in 25 Episodes — An Introduction to Western Classical Opera from the Renaissance to the Present Day
		226(1)	World Music
		*229(1)	African Popular Music
		281(1)	History of Western Music I

282(1)	History of Western Music II	*230(1)	Identities and Intersections: An Introduction: Rebels and Radicals: Feminist Art and Literature in Latin America
371(1)	Topics in Music: American Composers' Search for Identity		
	<i>Philosophy</i>	230(2)	Identities and Intersections: An Introduction: Assault, Rape and Murder: Gendered Violence from Medieval to Contemporary Spain
102(1)	First-Year Seminar on Topics in Philosophy: God, Morality, and Freedom	250(1)	Concepts and Practices of Power: An Introduction: Indigenous Politics and Poetics in Modern Latin America
	<i>Physics</i>	*250(2)	Concepts and Practices of Power: An Introduction: Fighting Words: Imperial Discourses and Resistance in the Americas
290(1)	Advanced Laboratory Practicum	260(1)	Studies in Language and Society: An Introduction: Introduction of Spanish Translation
*328(1)	From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering	330(1)	Advanced Studies in Identities and Intersections: Spain and Islam
390(1)	Advanced Laboratory Practicum	330(2)	Advanced Studies in Identities and Intersections: Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers
	<i>Politics</i>	340(1)	Advanced Studies in Visual Cultures: The Other (in the) Media: New Media and Otherness in the Americas
100(1)	First-Year Seminars in Politics: Politics and Truth	340(2)	Advanced Studies in Visual Cultures: Natural's Not in It: Pedro Almodovar
100(2)	First-Year Seminars in Politics: What in the World is Going On?	350(1)	Advanced Studies in Concepts and Practices of Power: Slanted Subjects: Queer Theories and Literatures in Latin America
100(2)	First-Year Seminars in Politics: Confessions, Novels, and Notebooks: The Self and Political Thought		<i>Theatre Arts</i>
*100(3)	First-Year Seminars in Politics: The Politics of Food	*150(1)	What Is Performance?
*100(3)	First-Year Seminars in Politics: Family Ties	*283(1)	Playwriting
200(1)	Introduction to Africana Studies		
*361(1)	Politics and Rhetoric		
	<i>Psychology</i>		
110(1)	Introductory Seminar in Psychology: Sex, Drugs, and Psychopaths		
*110(2)	Introductory Seminar in Psychology: 100 Marathons		
215(1)	Racism and Inequality in Schools and Society		
323(1)	Laboratory in Qualitative Research		
411(1)	Seminar in Psychological Research		
412(1)	Seminar in Psychological Research		
	<i>Spanish</i>		
105(1)	First Year Seminar: Rebels and Radicals: Latin American Feminist Thought		
209(1)	Composition and Culture		
230(1)	Identities and Intersections: An Introduction: Constructing (Our) America		
			Speaking-Intensive Seminars
			<i>Anthropology</i>
		106(1)	What All Is "About" About?
		334(1)	Memory, History, and Forgetting
		350(1)	Issues in Contemporary Anthropological Theory
			<i>Architectural Studies</i>
		391(1)	Research Seminar in Art History and Architectural Studies

<i>Art (History)</i>		<i>Complex Organizations</i>	
*300(1)	Seminar: Critical Approaches to Art Historical Study	299(2)	Leadership and the Liberal Arts: Complex Organizations
310(1)	Seminar in Ancient Art: Love and Metamorphosis: Storytelling in Roman Art	<i>Critical Social Thought</i>	
391(1)	Research Seminar in Art History and Architectural Studies	*250(2)	Nineteenth-Century Critical Social Thought: An Introduction
<i>Asian Studies</i>		*251(1)	Twentieth-Century Theory and Its Discontent: Psychoanalytic Theory
*252(1)	Stories and Storytelling in India and the World	*350(1)	Seminar in Critical Social Thought
*254(1)	The Great Epics of India: Representations and Interpretations	<i>Curricular Support Courses</i>	
312(1)	Learning Chinese through Newspapers	*105(1)	Speaking from Experience
313(1)	Advanced Chinese Reading: Literary Works and Social Issues	105(1)	Speaking from Experience
314(1)	Learning Chinese through Films	212(1)	Peer Mentoring: Theory and Practice
340(1)	Love, Gender-Crossing, and Women's Supremacy: A Reading of The Story of the Stone	<i>Economics</i>	
<i>Astronomy</i>		314(1)	Economic Development in the Age of Globalization
105(1)	Mars: Missions, Conditions, and Prospects for Habitation	<i>Education</i>	
<i>Biological Sciences</i>		300(1)	The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools.
301(1)	Regenerative Medicine: Biology and Bioethics	<i>English</i>	
303(1)	Microbial Genetics	211(1)	Shakespeare
305(1)	Cellular and Molecular Aspects of Development	213(1)	The Literature of the Later Middle Ages
*321(C)	Conference Course: Marine Conservation Biology	215(1)	Early Chaucer
321(H)	Conference Course: Topics in Invasion Ecology	284(1)	Adaptation from Page to Screen
<i>Chemistry</i>		*305(1)	Writing Literature for Children
110(1)	First-Year Seminar: Forensic Science	*311(1)	Chaucer: <i>The Canterbury Tales</i>
*110(3)	First-year Seminar: Using Spectroscopy to Analyze Paintings	317(1)	Studies in Renaissance Literature: Trauma in the Premodern World
*343(1)	Chemistry of DNA	321(1)	Studies in Nineteenth-Century British Literature: Victorian Sympathy
<i>College (Indpt) Courses</i>		321(1)	Studies in Nineteenth-Century British Literature: Nineteenth-Century Science and the Victorian Novel
*101(1)	Introductory Seminar: Stressed Out	334(1)	Beyond Geishas and Kung Fu Masters: Asian American Film and Visual Culture
151(5)	First-Year Seminar: Literature and Politics: The Power of Words	<i>Environmental Studies</i>	
		315(1)	Qualitative Research Methods in Environment and Society

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| 317(1) | Perspectives on American Environmental History | 230(1) | Intermediate Courses in Culture and Literature: Introduction to the Civilization of France |
| 333(1) | Landscape and Narrative | | |
| | <i>Film Studies</i> | | <i>Gender Studies</i> |
| 101(1) | First Year Seminar: Hollywood Meets Germany: From Marlene Dietrich and Billy Wilder to Sandra Bullock and George Clooney | 101(2) | Introduction to Gender Studies |
| *101(3) | First Year Seminar: African Cinema | 204(1) | Women and Gender in the Study of Culture: Assault, Rape and Murder: Gendered Violence from Medieval to Contemporary Spain |
| *203(1) | Introduction to Spanish and Latin American Cinema | *204(4) | Women and Gender in the Study of Culture: Rebels and Radicals: Feminist Art and Literature in Latin America |
| 220(1) | Special Topics in Film Studies: Adaptation from Page to Screen | *204(7) | Women and Gender in the Study of Culture: Gender and Animality |
| *220(5) | Special Topics in Film Studies: The Remembrance of the Holocaust in Film | *212(1) | Women and Gender in the Social Sciences: Psychology of Women |
| *220(5) | Special Topics in Film Studies: Transforming Visions: Homage to German Women Filmmakers | *212(3) | Women and Gender in the Social Sciences: What Is Memory? |
| 270(1) | National and Transnational Cinema: Trans*gender and Queer German Cinema: From Third Sex (1919) to Trans-Papa (2012) | 290(1) | Field Placement |
| *270(2) | National and Transnational Cinema: Haunted Utopia?: Weimar Cinema (1919-1931): From Caligari to M | *333(10) | Advanced Seminar: Women Writers: Early Feminisms |
| 320(1) | Seminar in Film Studies: Beyond Geishas and Kung Fu Masters: Asian American Film and Visual Culture | *333(11) | Advanced Seminar: Feminist Poetics: The Poetess, Prophet, and Revolutionary |
| 370(2) | Topics in National/Transnational Cinemas: Taboo-Breakers: Censors and the Filming of Brecht, Kafka, Hesse, the Manns | *333(12) | Advanced Seminar: Women and Gender in South Asia |
| 380(3) | Topics in Film Authorship: Natural's Not in It: Pedro Almodávar | *333(14) | Advanced Seminar: Beyond Logocentrism |
| | <i>French</i> | *333(16) | Advanced Seminar: "Uncommon Women" Conquer the World: Archival Memories Come to Life |
| 120(1) | First-Year Seminar: War, Romance, and Cinema: Introduction to French Heroes | 333(H) | Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i> |
| 120(1) | First-Year Seminar: Memories of Childhood in French and Francophone Fiction and Film | *333(N) | Advanced Seminar: Women and Gender in Modern South Asia |
| 225(1) | Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World | 333(W) | Advanced Seminar: Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers |
| | | 333(X) | Advanced Seminar: Slanted Subjects: Queer Theories and Literatures in Latin America |
| | | *390(1) | Field Placement |
| | | | <i>Geography</i> |
| | | *311(1) | Seminars |
| | | 313(1) | Third World Development |
| | | 313(2) | Third World Development |

319(1)	Africa: Problems and Prospects	332(1)	Topics in German and European Studies within a Global Context:
	<i>Geology</i>		Germans outside Germany:
*210(1)	Plate Tectonics		German-Language Cultures in Europe
	<i>German Studies</i>		
100(1)	Hollywood Meets Germany: From Marlene Dietrich and Billy Wilder to Sandra Bullock and George Clooney		<i>History</i>
		259(1)	Empire, Race, and the Philippines
220(1)	Stories and Histories: German Culture from 1945 to the Present	301(2)	Colloquium: History of Energy
221(1)	The Diversity of German Culture: 1800 to the Present		<i>International Relations</i>
223(1)	Topics in German Studies: Flights of Fantasy, Fits of Madness	231(1)	European Politics
223(1)	Topics in German Studies: Herta Mueller and Eastern European Immigrant Authors in Austria and Switzerland	321(1)	Transnational Social Movements and Culture
*231(1)	Topics in German and European Studies in a Global Context: Introduction to Nineteenth-Century Critical Social Thought		<i>Italian</i>
231(1)	Topics in German and European Studies in a Global Context: Trans*gender and Queer German Cinema: From Third Sex (1919) to Trans-Papa (2012)	316(1)	Apocalyptic Thinking: Italy on the Verge of Disaster
			<i>Jewish Studies</i>
*231(2)	Topics in German and European Studies in a Global Context: Transforming Visions: Homage to German Women Filmmakers	*222(1)	Engendering Judaism: Women and Jewish Tradition
*301(1)	German from Curriculum to Career		<i>Latin American Studies</i>
315(1)	Topics in German and European Culture in a Global Context: Taboo-Breakers: Censors and the Filming of Brecht, Kafka, Hesse, the Manns	287(1)	Topics in Latin American Studies: Introduction to Latina/o Studies
		*287(2)	Topics in Latin American Studies: Latin America and the Apocalypse?
*323(1)	Topics in German Studies: German Culture from 1800 to 2000: Visions and Discoveries That Transformed the Present: Voices of Makers and Filmmakers	387(2)	Special Topics in Latin American Studies: Trans-Latina/o Cultural Studies
325(1)	Senior Capstone Seminar: Topographies of Berlin: Case Studies in the Meaning of Space, Places, and Identity		<i>Music</i>
		*128(1)	The Hyperbolic World of Opera in 25 Episodes — An Introduction to Western Classical Opera from the Renaissance to the Present Day
		*229(1)	African Popular Music
			<i>Philosophy</i>
		102(1)	First-Year Seminar on Topics in Philosophy: God, Morality, and Freedom
		*260(4)	Topics in Applied Philosophy: Controversies in Public Health
		280(1)	Philosophy for Children
			<i>Physics</i>
		290(1)	Advanced Laboratory Practicum
		390(1)	Advanced Laboratory Practicum

	<i>Politics</i>	260(1)	Studies in Language and Society: An Introduction: Introduction of Spanish Translation
100(1)	First-Year Seminars in Politics: Speaking and Arguing: The Rhetoric of Peace and War	330(1)	Advanced Studies in Identities and Intersections: Spain and Islam
	<i>Psychology</i>	330(2)	Advanced Studies in Identities and Intersections: Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers
110(1)	Introductory Seminar in Psychology: Sex, Drugs, and Psychopaths	340(1)	Advanced Studies in Visual Cultures: The Other (in the) Media: New Media and Otherness in the Americas
*110(2)	Introductory Seminar in Psychology: 100 Marathons	340(2)	Advanced Studies in Visual Cultures: Natural's Not in It: Pedro Almodovar
220(1)	Theories of Personality	350(1)	Advanced Studies in Concepts and Practices of Power: Slanted Subjects: Queer Theories and Literatures in Latin America
251(1)	Animal Behavior		<i>Theatre Arts</i>
323(1)	Laboratory in Qualitative Research	*234(7)	Topics in Theatre Studies: Queer Theory, Performance, and Public Practice
329(1)	Seminar in Personality and Abnormal Psychology: First-Person Narratives of Madness	281(1)	Shakespeare
411(1)	Seminar in Psychological Research		
412(1)	Seminar in Psychological Research		
	<i>Russian and Eurasian Studies</i>		
151(4)	First-Year Seminar: Crown Jewels of Russian Culture		
	<i>Sociology</i>		
103(1)	First-Year Seminar: Social Inequality		
	<i>Spanish</i>		
210(1)	Conversation and Culture: Speaking Spanish in the Real World		
230(1)	Identities and Intersections: An Introduction: Constructing (Our) America		
*230(1)	Identities and Intersections: An Introduction: Rebels and Radicals: Feminist Art and Literature in Latin America		
230(2)	Identities and Intersections: An Introduction: Assault, Rape and Murder: Gendered Violence from Medieval to Contemporary Spain		
250(1)	Concepts and Practices of Power: An Introduction: Indigenous Politics and Poetics in Modern Latin America		
*250(2)	Concepts and Practices of Power: An Introduction: Fighting Words: Imperial Discourses and Resistance in the Americas		

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/cbl.

Community-Based Learning Courses

- Africana Studies*
- *210(1) African American Culture and Society
- 302(1) Urban Policy
- 356(1) Black Migrations
- Anthropology*
- 310(1) Visual Anthropology in the Material World
- Curricular Support Courses*
- 202(1) Community-Based Learning: Networks, Reflection, and Meaning
- 203(1) Integrating Learning, Service, and Social Action
- Dance*
- *154(1) Community Crossover
- Education*
- 205(1) Racism and Inequality in Schools and Society
- 220(1) Foundations of Multicultural Education
- 233(1) Educational Psychology
- 300(1) The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools.
- *324(1) Observing and Assisting in Early Childhood and Elementary Settings
- 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
- 330(2) The Process of Teaching and Learning in Secondary and Middle Schools
- *332(1) Observing and Assisting in Secondary and Middle School Educational Programs

English

- 202(1) Introduction to Journalism

Environmental Studies

- 390(1) Senior Seminar in Environmental Studies

Film Studies

- 310(1) Production Seminar: Documentary Workshop: Advanced Video Production
- 320(2) Seminar in Film Studies: Visual Anthropology in the Material World

Gender Studies

- 290(1) Field Placement
- *390(1) Field Placement

History

- *141(1) Violence and Social Change in Modern Africa
- 214(1) History of Global Inequality
- *291(1) Education and Capacity in African History

Philosophy

- *260(2) Topics in Applied Philosophy: Environmental Ethics
- 280(1) Philosophy for Children

Physical Education and Athletics

- 275(1) Introduction to Sport Pedagogy

Politics

- *252(1) Urban Political Economy
- 302(1) Urban Policy

Psychology

- 215(1) Racism and Inequality in Schools and Society
- 233(1) Educational Psychology
- 340(1) Laboratory in Perception and Cognition: Cognition and Literacy

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.

Africana Studies

Ancient Studies

Anthropology

Architectural Studies

Art History

Art Studio

Asian Studies

Astronomy

Biochemistry

Biological Sciences

Chemistry

Classics

Computer Science

Critical Social Thought

Dance

East Asian Studies

Economics

English

Environmental Studies

Film Studies

French

Gender Studies

Geography

Geology

German Studies

Greek

History

International Relations

Italian

Latin

Latin American Studies

Mathematics

Medieval Studies

Middle Eastern Studies

Music

Neuroscience and Behavior

Philosophy

Physics

Politics

Psychology

Psychology and Education

Religion

Romance Languages and Cultures

Russian and Eurasian Studies

Russian Literature and Culture

Self-designed Studies

Sociology

South Asian Studies

Spanish (Hispanophone Studies)

Statistics

Theatre Arts

Minors, Nexus, and Five College Certificates

Africana Studies	Education
African Studies (Five College certificate)	Educational Policy and Practice (Nexus)
Ancient Studies	Educational Studies
Anthropology	Engineering (Nexus)
Arabic	English
Architectural Studies	Environmental Studies
Art History	Ethnomusicology (Five College certificate)
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)
Development Studies (Nexus)	Law, Public Policy, and Human Rights (Nexus)
Economics	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

Queer and Sexuality Studies (Five College
certificate)

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)

Theatre Arts

Thematic Minors

- Comparative Empires
- Food
- Memory
- War and Society

Africana Studies

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

Contact Person

Holly Sharac, *senior administrative assistant*
Preston Smith, *chair*

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

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

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

Requirements for the Major

Credits

- A minimum of 40 credits

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

Courses

- Africana Studies 200, Introduction to Africana Studies

Other

- Program approval of a concentration statement
- CBL requirement: Every student who majors will need to complete at least one CBL course among the ten courses required for the major. You can choose from the following:
 - AFCAN 210, African American Culture and Society
 - Education 205, Racism and Inequality in Schools and Society
 - History 141, Violence and Social Change in Modern Africa
 - History 206, African Cities
 - History 214, History of Global Inequality
 - History 241, African Popular Culture
 - History 291, Education and Capacity in African History
 - History 296, African Women
 - Politics 252, Urban Political Economy

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

Africana Studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 9).

Requirements for the Minor

Credits

- A minimum of 20 credits

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

Courses

- Africana Studies 200, Introduction to Africana Studies

Concentration Statement

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

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

Course Offering

100fs First-Year Seminar

Fall 2013

100f(1) The Civil Rights Movement
(First-year seminar; writing-intensive course; Same as 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. Morgan

Prereq. fy; 4 credits

Spring 2014

**100s(1) 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

200s Introduction to Africana Studies

(Writing-intensive course; Same as Politics 200) This reading- and writing-intensive course draws upon the intellectual traditions of African American, African, and African diasporic studies in order to explore the connections and disjunctures among people of African descent. While the course pays attention to national, regional, and historical contexts, it asks this question: what do African descended people have in common and when and how are their experiences and interests different?

Meets multicultural requirement; meets Social Sciences III-A requirement

P. Smith

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

Prereq. so, jr, sr. Critical Social Thought 248, 249, or 250 recommended but not required; 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

302f Urban Policy

(Community-Based Learning course; Same as Politics 302) Gentrification, unemployment, crime, failing schools, disinvestment, mass incarceration—what comes to mind when you think of the inner city? In response to a constrained fiscal environment, cities have increasingly adopted neoliberal policy approaches to address seemingly intractable urban problems. The seminar will study current research to assess the political and economic impact of this neoliberal policy regime on housing, education, and public safety. This is an inter-institutional class, linked with an advanced seminar on the same topic at Holyoke Community College. Both classes will meet together occasionally for films and guest speakers.

Meets multicultural requirement; meets Social Sciences III-A requirement

P. Smith

Prereq. Politics 250, 252; 4 credits

***308s Luminous Darkness: African American Social Thought After DuBois**

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

323f Black Gender: Womanhood and Manhood in the African-American Community

(Same as Gender Studies 333C) This course engages with issues in popular culture, scholarship, and art that negotiate the complex terrain of black gender. We question the concepts of manhood and womanhood and their intersection with racial constructs as categories of personhood through the critical gaze of African American studies and gender studies. Black gender is identified as the ways in which gender, for African Americans, is always mediated by race.

Meets Social Sciences III-A requirement

B. Judd

Prereq. Africana Studies 100; 4 credits

356s Black Migrations

(Community-Based Learning course; Same as Politics 356) This seminar is a comparative examination of the migration of African-descended people within and to the United States. It looks at in succession the original African diaspora through the Atlantic slave trade; the Great Migration of African Americans from the South; the immigration to the

U.S. of African-descended people from the West Indies; and last, the movement of Africans from the continent to the United States since 1965 when immigration laws became more inclusive. We will evaluate the process of African Americanization for each new migratory group in all of its cultural and political ramifications. Course material includes articles, books, films, novels, and guest speakers.

Meets multicultural requirement; meets Social Sciences III-A requirement

P. Smith

Prereq. Africana Studies 200; 4 credits

395fs Independent Study

Does not meet a distribution requirement

The department

1-8 credits

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

See department listings for descriptions and course offerings.

	<i>Anthropology</i>	
216	Anthropology and Human Rights: Between Devil's Advocate and Rights Advocacy	
	<i>Art History</i>	
290	Issues in Art History: Survey of African Art	
	<i>Critical Social Thought</i>	
253	Critical Race Theory	
	<i>Dance</i>	
132	Intro to Hip-Hop	
141	West African Drumming	
142	West African Dance	
232	Intermediate Hip-Hop	
	<i>Earth and Environment</i>	
210	Political Ecology	
	<i>Economics</i>	
225	Economics of Health Care and Health Service Organizations	

Education

Racism and Inequality in Schools and Society

English

Contemporary Autobiography: Race, Sexuality, Style

Multicultural Families

Seminars in Reading, Writing, Reasoning: Into Africa

African American Literature

African American Literature II

Harlem Renaissance

African Literature

The Political Imagination in Contemporary South Africa

The Career and Legacy of Richard Wright

Studies in African American Literature: Slavery and the American Literary Imagination

The Poetry and Prose of Langston Hughes

African Americans and Hollywood Film

African American Literature at Midcentury

Black Texts, Black Experiments: Contemporary African American Poetics

Film Studies

France Beyond the Mirror: The Image of France in Contemporary Francophone African Literature and Film

Africa: The Last Cinema

Gender Studies

Paper Is on the Way: Black Women's Creative Production as Feminist/Womanist Thought

Black Gender: Womanhood and Manhood in the African American Community

Geography

Geography of the Middle East and North Africa

The African Environments

Third World Development

319	Africa: Problems and Prospects	226	World Music
	<i>History</i>	229	African Popular Music
101	The Civil Rights Movement	239	African American Popular Music, 1930–2000
141	Violence and Social Change in Modern Africa	261	Intermediate West African Drumming Ensemble
206	African Cities: Development Dreams and Nightmares in the Twentieth Century	371	Analytical Studies in World Music
214	History of Global Inequalities		<i>Philosophy</i>
280	Race and Gender in North American History: African American Women and U.S. History	253	Critical Race Theory
			<i>Politics</i>
281	African American History to 1865	100	FY Seminar: Black Metropolis
282	African American History since 1865	250	Black Urban Reform
		252	Urban Political Economy
296	Women in History: African Women's Work, 1880–1980	302	Urban Policy
		313	The Politics of Poverty
291	Education and Capacity in African History	347	Race and Urban Political Economy
301	Colloquium: The Abolition Movement		<i>Psychology</i>
		213	Psychology of Racism
301	Colloquium: The Age of Emancipation		<i>Religion</i>
		228	On Human Freedom: Lordship and Bondage in Religion and Culture
301	Colloquium: Gift and Graft: The Long History of Political Corruption	230	Spirituals and the Blues
		323	Contemporary Theology: The Women Who Shaped the Mind of Frederick Douglass
341	Topics in African History: Power and Exchange in the African Past		<i>Sociology</i>
341	Topics in African History: East African History	214	Racial and Ethnic Relations
375	American History: The Middle Period: The Age of Emancipation	316	Special Topics in Sociology: Class in the Black Community
	<i>International Relations</i>	316	Special Topics in Sociology: Black Cultural Production and Consumption
347	Human Rights and Democracy		<i>Spanish</i>
	<i>Latin American Studies</i>		Roots and Routes: Introduction to the African Diaspora in the Americas
170	Readings in Caribbean Literature	105	
260	Afro-Latin America: From Slavery to Invisibility		Identities and Intersections: An Introduction: Afro-Latina/o Diasporic Performance
287	Topics in Latin American Studies: Afro-Latina/o Diasporic Performance	230	
		230	Identities and Intersections: An Introduction: Black Spain
289	Slavery in the Americas		Advanced Studies in Identities and Intersections: Black Is Black: Afro-Central American Literatures and Cultures
287	Topics in Latin American Studies: Afro-Latina/o Diasporic Performance	330	
	<i>Music</i>		
161	West African Drumming Ensemble		

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.

Contact Persons

Kay Klippel, *senior administrative assistant*
Paula Debnar, *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 or above the level of Greek 102, Latin 102, 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. 9).

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, Roth; Assistant Professor Babul; and Five College Assistant Professor Klarich.

Contact Persons

Susan Martin, *senior administrative assistant*
Joshua Roth, *chair*

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

Requirements for the Major

Credits

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

Courses

- 105, Introduction to Cultural Anthropology
- 235, Development of Anthropological Thought (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*

E. Babul, A. Lass, A. Angelini, J. Roth, the department
4 credits

106s What All Is "About" About?

(First-year seminar; speaking-intensive course) Not all 'about' claims imply the same kind of 'about.' Do scientific inquiries answer to a different kind of 'about' question than the arts, literary criticism or political rhetoric? Paintings depict and writing describes, what does music do? Express? Do a religious icon, a realistic painting and an abstract painting involve the same kind of depicting, just different subject matters and styles, or

does 'intent' also make a difference? What is that difference, and how do I describe it? Do the answers to my questions apply equally at different times in history and in other cultures? This seminar will involve lots of reading, writing, looking and listening, some guest lectures and group projects.

Meets Social Sciences III-A requirement

A. Lass

Prereq. fy only; 4 credits

204s Anthropology of Modern Japan

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

Meets multicultural requirement; meets Social Sciences III-A requirement

J. Roth

4 credits

207f 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

212f Shopping and Swapping: Cultures of Consumption and Exchange

We shop for our food, for our clothes, for our colleges. We purchase cars, manicures, and vacations. It seems that there is little that cannot be bought or sold. But we also give and receive gifts, exchange favors, "go dutch" in restaurants, and invite friends for potlucks. This course examines exchange systems

cross-culturally, in order to understand their cultural significance and social consequences. It explores how our own commodity exchange system, which appears to be no more than an efficient means of distributing goods and services, in fact contains intriguing symbolic dimensions similar to the gift exchange systems of Native North America, Melanesia, and Africa.

Meets multicultural requirement; meets Social Sciences III-A requirement

J. Roth

Prereq. Anthropology 105; 4 credits

216f Special Topics in Anthropology

Fall 2013

216f(1) Anthropology and Human Rights:

Between Devil's Advocate and Rights Advocacy

This course explores anthropological approaches to human rights—a key theme of transnational politics and international law. Anthropologists have contributed to discussions on human rights since the UN Declaration and the field has provided a vibrant platform to analyze ideologies, politics, and practices surrounding human rights. We will survey an array of anthropological studies that approach human rights from the perspective of cultural relativism, contextualization, advocacy, and practice. Students will gain a critical perspective on the seemingly universal rhetoric of human rights by learning how it produces diverse effects in places such as Africa, Latin America, and the Middle East.

Meets Social Sciences III-A requirement

E. Babul

Prereq. Anthropology 105; 4 credits

216f(2) *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 ar-

chaeologists study a variety of artifact types within museum collections and will have the opportunity to conduct independent research projects using pre-Columbian pottery collections from the Mount Holyoke Art Museum.

Meets multicultural requirement; meets Social Sciences III-A requirement

E. Klarich

Prereq. so, jr, sr, and one course in archaeology, anthropology, history of Latin America, museum studies, or art history; 4 credits

216f(3) Anthropology of Way-Finding and Urban Space in Japan

The anthropology of way-finding has focused on the cognitive problems involved when people move through space. Some have suggested that people memorize sequences of vistas, while others have argued that people abstract mental maps from their experience traveling over specific itineraries. Both approaches have in common a focus on movement through space. Meanwhile, the anthropology of place has focused on the construction of culturally meaningful places out of abstract space. Way-finding is about movement; place is about dwelling. We will explore the intersection of these two approaches, exploring the way that people navigate space and construct place in the urban environment of Tokyo.

J. Roth

Prereq. permission of instructor.; This 2-credit course will explore these issues during a trip to Tokyo, Japan from May 20 to June 3, 2013. Course/trip fee required.; 2 credits

216f(4) Anthropology of Play

This course explores methods of bounding time and space, of shaping gender and sexuality, of cultivating skill, and of constructing reality through play. As a way of being in the world, play is both a mode of symbolic action and an engagement with the object world. Enshrined as a human right, particularly a human right of children, play is integral to modern notions of individual freedom, yet it is also subject to various moral and political projects. Play liberates, distracts, creates, destroys, transgresses, and entrenches. Studies of virtual worlds, simulations, toys, sports, and war games contribute new understand-

ings of imagination, labor, boredom, hierarchy, and other key cultural ideas.

Meets Social Sciences III-A requirement

A. Angelini

Prereq. Anthropology 105; 4 credits

Spring 2014

216s(1) Urban Natures

How does the city figure into struggles over who we are and who we want to be? Pinnacle of civilization and cultural vibrancy, or zone of social decadence and future catastrophe? Thinking through enduring myths of idyllic pasts and imagined futures, this course explores figures of the urban as a matter of changing economic and ecological relations. Arguments about the production of nature under urbanization will be drawn from ethnographic research as well as urban history, political ecology, science studies, and other approaches. We examine, in sum, how societies have built cities and, reflexively, how cities have shaped societies.

Meets multicultural requirement; meets Social Sciences III-A requirement

A. Angelini

Prereq. Anthropology 105 or permission of the instructor; 4 credits

226f Research Seminar in Sociology and Anthropology

(Same as Sociology 226) This seminar explores 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 will have an opportunity to 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

J. Roth, E. Townsley

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

240s(1) 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

Instructor TBA

Prereq. Anthropology 105 or permission of instructor; 4 credits; expected enrollment 30

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

E. Babul

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

310f Visual Anthropology in the Material World

(Community-Based Learning course; Same as Film Studies 320f-02) In this course we go behind the scenes and behind the screens of anthropological films, museum exhibitions, "small media" events such as television, and publications such as *National Geographic Magazine*, to explore the social contexts of image production, distribution, and interpretation. Focusing on visual activism and ethics, we consider how popular portrayals of our own society and of others' both shape and are shaped by hierarchies of value in the material world. Finally, we leave the walls of the classroom to produce home movies of places which others call home - workplaces, temporary shelters, artistic environments, and so forth.

Meets multicultural requirement; meets Social Sciences III-A requirement

D. Battaglia

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

316fs Special Topics in Anthropology

Fall 2013

316f(1) Space, Place, and Way-finding

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

Meets multicultural requirement; meets Social Sciences III-A requirement

J. Roth

Prereq. 8 credits in department; 4 credits

*Spring 2014***316s(1) *Ethnographies of Law***

This seminar focuses on the anthropological study of the legal field. The class will begin with a survey of some classical texts that underpin the legal thought in the modern era. We will then see how anthropologists contributed to the study of law by conceptualizing it as part of larger socio-political processes and as a field that includes social relations, processes, and practices. The students will learn how some key legal issues such as dispute management, decision making, and reconciliation are actualized in diverse cultural and social settings, to think critically and evaluate legal processes in a multicultural setting and in plural societies.

Meets multicultural requirement; meets Social Sciences III-A requirement

E. Babul

Prereq. 8 credits in department; 4 credits

316s(2) *Gender, Food, and Agriculture in the Global Context*

(Same as Gender Studies 333J) 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; 4 credits

316s(3) *The Modern Atlantic, or Histories of Transculturation*

This seminar explores the formation of the "modern" or "black" South Atlantic through an eclectic variety of historical and ethnographic texts. We will read early European

travelogues of cannibalism and savagery in the New World, as well as accounts of Muslim slave revolts in Brazil, Cuban tobacco and sugar, the Haitian Revolution's obscured place in history, and a murder mystery. While themes of forced labor, commodity production, and imperial power shape ideas of an Atlantic World, the course also examines how history itself is made and orients us toward a concept of culture not as fixed in time or place but as dynamic and always contentious.

Meets multicultural requirement; meets Social Sciences III-A requirement

B. Angelini

Prereq. 8 credits in major or permission of the instructor; 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. 8 credits in department, seniors only; 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, on leave spring 2014), Sinha (art history), Staiti (art history); Associate Professor Smith (studio art); Assistant Professor Maier (art history). Five College Faculty: Five College Assistant Professor of Architecture and Design Long; Five College Assistant Professor of Architecture Darling; Five College Mellon Fellow and Visiting Assistant Professor Rohloff.

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 or ARTST 116, Art and Contemporary Issues
- One 100-level art history survey with significant architectural content (Art History 100 or 105)

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

- Mount Holyoke: ARCHST 205: Introduction to Architectural Design I: Sculpting Space; ARCHST 225: Introduction to Architectural Design II: Principles of Environmental Design
- Amherst: ARHA 216: Intermediate Architectural Design
- 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 107, Introduction to Architectural Design; 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.

Intermediate concentration: 20 credits at the 200 level

- At least one course must be a studio art course (drawing, multimedia, painting, printmaking, sculpture, photography; consult the art studio course offerings).
- At least one course must be an architectural history course or an art history course with significant architectural content. In the Department of Art and Art History, these courses include: ARTH 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 233, Renaissance and Baroque Architecture; 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: 8 credits at the 300 level (in area of concentration). Courses may

be drawn from art history, art studio, architectural design, and related disciplines.

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

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

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
- A minimum of one approved architectural design course at the 200 level
- One approved art studio course at the 200 level. (Students are reminded that a 100-level art studio course is the prerequisite for admission into the 200-level art studio courses.)
- Two approved electives in art history, art studio, or architectural design
- Those intending to minor must meet with a member of the architectural studies faculty to develop an approved program of study.

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

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

Five College Course Offerings in Architectural Studies

Current courses in architectural studies are offered throughout the Five Colleges. Check listings in the Five College course catalog: Department of Art and the History of Art, Amherst College; Humanities, Arts, and Cul-

tural Studies (HACU), Lemelson Center (HCLC) Hampshire College; Department of Art, Landscape Studies Program, Smith College; Architecture and Design, Building Construction Technology, Landscape Architecture and Regional Planning, University of Massachusetts

Course Offerings

205f Topics in Architecture

Fall 2013

205f(1) Introduction to Architectural Design

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

Meets Humanities I-A requirement

I. Rohloff

Prereq. One semester of Drawing I, design, or sculpture is recommended. Students will be responsible for some of the cost of materials; 4 credits

**205f(8) 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; Students enrolled in this course will be responsible for some of the cost of materials.; 4 credits

225s Introduction to Architectural Design II: Principles of Environmental Design

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

Meets Humanities I-A requirement

N. Darling

Prereq. minimum 4 credits of architecture design studio; knowledge of algebra and trigonometry.; Students enrolled in this course will be responsible for some of the cost of materials.; 4 credits

305s Advanced Topics in Architecture: The Sustainable Urban Landscape

This course explores ways in which urban landscapes can be shaped within an environmentalist agenda and how healthy living can be achieved in the context of rising population, climate change, and global economies. By developing methods of investigation pertinent to sustainability, students will formulate strategic planning and design proposals related to community revitalization, the public realm in cities, affordable housing, and environmental stewardship. While the course welcomes interdisciplinary perspectives, assignments will develop skills and knowledge compatible with architecture, urban design, and landscape architecture and regional planning.

Meets Humanities I-A requirement

I. Kaynar Rohloff

Prereq. jr, sr; 8 credits in architectural studies,

art history, or environmental studies; 4 credits

391f Research Seminar in Art History and Architectural Studies

(Speaking- and writing-intensive course; Same as Art History 391) This seminar explores practical issues in doing advanced research in art history and architectural studies. Depending on student projects, activities could include reading primary sources, critical assessment of texts and archival materials, use of library and digital resources, and visual analysis. Students have an opportunity to think about how to organize research into a thesis, or how to make sense of research and internship experience off-campus or during study abroad.

Does not meet a distribution requirement

A. Lee

Prereq. jr, sr, 8 credits in the department; 4 credits

395fs 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 (*chair*), Davis (on leave spring 2014), Lee, Sinha, Staiti; Assistant Professor Maier (on leave 2013-2014); Visiting Assistant Professor Andrews.

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, espe-

cially 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

100f Image and Environment

Fall 2013

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) 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

Spring 2014

100s(1) Byzantine to Baroque

This course provides a broad overview of Western art and architecture from the sixth through the seventeenth centuries. We will begin with the heritage of the Roman empire in Byzantine art, continue into the Western medieval tradition including Romanesque and Gothic, then conclude with the Renaissance and Baroque periods. We will consider a wide range of objects and media—including mosaics, manuscripts, paintings, sculptures, and prints—as well as building types ranging from churches to palaces and villas. Students will come away with an understanding of the dominant trends and major figures as well as the shifting ideals that shaped creative expression for more than a millennium.

Meets Humanities I-A requirement

C. Andrews

4 credits

***100s(2) 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 107-01) 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 2013

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 his-

tory, paying particular attention to the role of women.

Meets Humanities I-A requirement

J. Maier

Prereq. fy; 4 credits

Spring 2014

110s(1) Writing About Pictures

(First-year seminar) True, pictures are worth a thousand words, but how do we know which thousand words to use? In this seminar, we will read a range of art criticism, art history, and fiction in order to examine the work of language in relation to pictures. We will explore a basic question: Why do pictures compel us to use words? We will learn to distinguish among different kinds of writing, visit the Mount Holyoke College Art Museum regularly, and learn to craft thoughtful words of our own about original works of art. We will work on collaborative projects, and cultivate leadership skills by actively listening to peers, and writing and speaking critically about art.

Meets Humanities I-A requirement

A. Sinha

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

215f From Alexander to Cleopatra: The Hellenistic World

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; 4 credits

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

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

Meets Humanities I-A requirement

B. Bergmann

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

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

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

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 fif-

teenth- 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

***233f Renaissance and Baroque Architecture in Italy**

This course focuses on architecture in Italy—including churches, palaces, villas, and fortifications, as well as city planning—from 1400 to 1680. In this period, architects took their cues from the classical tradition even as they carved out their own territory, developing new techniques and perfecting old ones to realize their designs. We will trace shifting architectural practice through key figures from Brunelleschi to Bernini, and through the lens of larger cultural forces. We will also examine buildings in light of the painted and sculpted decorative programs that were often integral to their overall effect.

Meets Humanities I-A requirement

J. Maier

4 credits

***236s The Global Renaissance**

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

Meets Humanities I-A requirement

J. Maier

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

244s European Art: 1885-1945

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

Meets Humanities I-A requirement

A. Lee

Prereq. soph, jr, sr, or permission of instructor; 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 Art of the Nineteenth Century

A survey of painting and sculpture, this course introduces students to the work of individual artists. Classes also develop ways of looking at and thinking about art as the material expression of American social, political, and cultural ideas. Copley, Stuart, Cole, Church, Eakins, Homer, Sargent, Whistler, and Cassatt are some of the artists discussed.

Meets Humanities I-A requirement

P. Staiti

Prereq. so., 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

261s Arts of China

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

Meets multicultural requirement; meets Humanities I-A requirement

A. Sinha

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

290fs Issues in Art History

Fall 2013

290f(1) Jewish Religious Art and Material Culture: From Ancient Israel to Contemporary Judaism

(Same as Jewish Studies 270, Religion 270) Despite the biblical prohibition against "graven images," there exists a rich history of Jewish religious art and aesthetics. This course will study ancient Israelite art and archeology, including the Second Temple in Jerusalem, the extraordinary mosaic floors and frescoes of early synagogues throughout the Mediterranean world, medieval illuminated Hebrew manuscripts and printed book culture, synagogues of later periods, including the wooden synagogues of Eastern Europe, and Judaic ritual objects of many types. Jewish art, architecture, and visual representation will be explored in the context of the ancient Near Eastern, Greco-Roman, Christian, and Islamic settings in which they evolved.

Meets multicultural requirement; meets Humanities I-B requirement

L. Fine

4 credits

290f(2) The Art of the Book: 1,000 Years of Manuscript Illumination

Manuscript illumination, the art of painting in books, was a predominant artistic practice from the invention of the codex to well beyond the invention of printing. We will examine manuscript production, use, and design from throughout this long history, including late antique copies of the Gospels; religious texts produced by monks and nuns; the royal patronage of the courts of Charlemagne, the Ottonians, and Louis IX (among others); illuminated epics, romances, poetry, and histories produced in urban centers by professional bookmakers; and manuscripts after the era of mechanical reproduction. Field trips to local collections will allow for the first-hand examination of manuscripts.

Meets Humanities I-A requirement

C. Andrews

4 credits

**290f(4) 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(5) 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(12) Survey of African Art: The Creation of African Art*

What is African art? Why are so many different kinds of cultural expressions from such a large and diverse continent categorized in the same way? In this course, we emphasize artistic creation from the perspective of artists by studying works from various African cultures. We analyze the creation of African art as a subject of inspiration and research.

Throughout the semester, we discuss African diasporic arts and contemporary African art. Students examine both scholarly and popular interpretations of art objects to develop skills in critical analysis and visual literacy. The course incorporates visits to on-campus resources, such as the Mount Holyoke College Art Museum.

Meets Humanities I-A requirement

A. Gilvin

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

Spring 2014

290s(1) Ancient Painting and Mosaic

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

Meets Humanities I-A requirement

B. Bergmann

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

290s(2) Early Modern Art

Meets Humanities I-A requirement

The department

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

4 credits

***300fs Seminar**

Fall 2013

**300f(1) Critical Approaches to Art Historical Study*

(Speaking- and writing-intensive course) Intended primarily for art history majors, this course introduces key research tools and scholarly methods in the field. Through intensive readings, discussions, presentations, and written work, students will hone their analytical and communication skills. We will learn to navigate libraries and digital resources, to read with a critical eye, and to write persuasive prose. We will become acquainted with interpretive approaches ranging from formalism to Marxism to post-colonialism. Students will also be exposed to a variety of professions that demonstrate how the art historical skills they acquire as undergraduates can translate into life after college—in the art world and beyond.

Meets Humanities I-A requirement

J. Maier

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

Spring 2014

**300s(1) Theory and Interpretation*

The seminar explores the intellectual discipline of art history and closely examines the methods used for analyzing the visual arts across cultures and periods. The course is intended for upper-level students with a strong interest in art history and visual culture. Class discussions and research papers will challenge students to explore various scholarly approaches to art as well as analyze the relationship of the arts to social and cultural theories, gender discourses, and postmodern critiques of visual culture.

Meets Humanities I-A requirement

The department

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

301fs Topics in Art History*Fall 2013***301f(1) Contemporary Art of Africa and the African Diaspora**

African and African Diasporic artists recently have achieved unprecedented acclaim in the most august institutions and trendiest art fairs in contemporary art. This course examines the complex and global histories of both “overnight sensations” and artists still unknown in global art circuits. The course begins with an examination of arts education in Africa during the first half of the twentieth century. We next study how African nationalism, the Black Arts Movement, Pan-Africanism, and anti-Apartheid struggles emerged and interacted through artistic expression. The course concludes with the postcolonial theoretical and curatorial interventions of the 1990s and 2000s that brought contemporary art of Africa and the African Diaspora to the attention of a broader popular and art world audience. Writing assignments will relate to a temporary exhibition of contemporary art from Africa at the Mount Holyoke College Art Museum.

*Meets Humanities I-A requirement**A. Gilvin**Prereq. 8 credits in art history, or permission of instructor; 4 credits**Spring 2014***301s(1) The Artist in the Renaissance**

Albrecht Dürer’s engraving *Melancholia I*, in the collection of the Mount Holyoke College Art Museum, will serve as the centerpiece of our study of artistic identity in the Renaissance. How did artists define themselves, and how can we understand their changing roles in the societies in which they worked? Topics include study of myths and legends about the artist and origins of art making; self-portraits and artworks that take on the subject of artistic creation; and writings by artists and historians, in works by Jan van Eyck, Pieter Bruegel, Cennino Cennini, Giorgio Vasari, and Michelangelo, among others. Students will pursue research projects in the second half of the semester.

*Meets Humanities I-A requirement**C. Andrews**Prereq. 8 credits in art history, or permission of instructor; 4 credits***302f Great Cities: Reimagining Paris**

By 1300 Paris was the largest city in Europe, the royal capital of France, home to a brilliant university, and a thriving commercial hub. This seminar investigates the city through its surviving buildings, paintings, graphic images, maps, and literature. Using digital tools we will reconstruct key lost monuments in a process that casts participants in the role of builder, that demands careful evaluation of fragmentary evidence and that encourages creative imagination informed by art and architectural history.

*Meets Humanities I-A requirement**M. Davis**Prereq. jr, sr, 8 credits in art history, medieval studies, computer science, or permission of instructor; 4 credits***310fs Seminar in Ancient Art***Fall 2013***310f(1) Love and Metamorphosis: Storytelling in Roman Art**

(Speaking- and writing-intensive course)
Parallels abound among the mythical stories depicted in ancient art and literature, but the nature of those correspondences remains elusive. The course compares artistic representations of popular love tales with texts and (records of) performance. The aim of the course is to acquaint students with visual modes of storytelling in the various media of sculpture, mosaic, fresco, and the minor arts. In which contexts did such stories appear, why, and what do we know about their reception among ancient viewers?

*Meets Humanities I-A requirement**B. Bergmann**Prereq. courses in art history, classics, or ancient history; 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 to 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 permission of instructor.; 4 credits

Spring 2014

310s(1) Villas and Palaces of the Roman World

The seminar examines the estates and palatial buildings erected throughout the Roman world between the first century BCE and the fourth century CE. Recent archaeological discoveries and accounts of ancient writers offer rich evidence for design, interiors, furnishings, and gardens. The complexes allow insight into daily lives of individuals with diverse cultural identities both in Rome and farflung provinces.

Meets Humanities I-A requirement

B. Bergmann

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

***332s Seminar in Baroque Art: Art and Architecture of Rome**

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: Walker Evans and Henri Cartier-Bresson

This seminar explores the careers of two towering figures in the history of photography. Although they were contemporaries, Evans and Cartier-Bresson developed ideas about camerawork that couldn't have been more different. Among other topics, we will explore the tensions between art, documentary, and photojournalism; street photography; the vernacular; the “decisive moment,” and more.

Meets Humanities I-A requirement

A. Lee

Prereq. One 200-level courses in Art History; jr, sr, or permission of instructor; 4 credits

***350f Seminar in American Art: The Gilded Age**

This course examines aspects of American art and culture from the Civil War to the turn of the twentieth century. Classes will be thematic, and art will be linked up with ideas, trends, events, and novels of the period. Among the themes to be treated are: naturalism, masculinity, nervousness, street culture, and reform. Key artists include Sargent, Eakins, Homer, Bellows, and Sloan.

Meets Humanities I-A requirement

P. Staiti

Prereq. jr, sr, 8 credits in art history, or

permission of instructor; 4 credits

360fs Seminar in Asian Art

Fall 2013

360f(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

***360f(3) 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 2014

360s(1) Visual Culture of South Asia

The seminar explores the social life of visual images in South Asia. Made, viewed, disfigured, reproduced, and collected, images convey different ways in which they become involved in human values and cultural contexts. Using case studies, the course will ana-

lyze artworks as a visual record of these involvements in different periods of South Asian history including the modern. Students will conduct intensive visual analysis of architecture, painting, sculpture, and film; debate scholarly essays on interdisciplinary topics; develop provocative research projects; and design class presentations.

Meets Humanities I-A requirement

A. Sinha

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

391f Research Seminar in Art History and Architectural Studies

(Speaking- and writing-intensive course; Same as Architectural Studies 391) This seminar explores practical issues in doing advanced research in art history and architectural studies. Depending on student projects, activities could include reading primary sources, critical assessment of texts and archival materials, use of library and digital resources, and visual analysis. Students have an opportunity to think about how to organize research into a thesis, or how to make sense of research and internship experience off-campus or during study abroad.

Does not meet a distribution requirement

A. Lee

Prereq. jr, sr, 8 credits in the department; 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: Professor Smith (on leave fall 2013); Associate Professor Hachiyaniagi (*chair*).

Contact Persons

Rose Ryan, *senior administrative assistant*
Rie Hachiyaniagi, *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: Traditional and Digital Techniques
 - Art 264, Word and Image
 - Art 266, Body and Space
 - Art 267, Papermaking with Local Plants
 - Art 269, Japanese Papermaking
 - Art 280, Special Topics II: Drawing for Theatrical Set and Costume Design (cross-listed with THEAT 220(02))
 - Art 295, Independent Study
- 12 credits taken at the 300 level:

- 4 credits in junior year: Art 390, Advanced Studio (4 credits)
- 4 credits in the fall of senior year: Art 395f, Independent Study/Senior Studio (2 credits) and Art 396f, Senior Practicum (2 credits)
- 4 credits in the spring of senior year: for non-thesis students: Art 390, Advanced Studio (4 credits); or for thesis students: Art 395s, Independent Study/Senior Studio (2 credits) and Art 396s, Senior Practicum (2 credits)

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: Traditional and Digital Techniques
 - Art 264, Word and Image

Art 266, Body and Space

Art 267, Papermaking with Local Plants

Art 269, Japanese Papermaking

Art 280, Special Topics II: Theatrical Set and Costume Design (cross-listed with THEAT 220(02))

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

*116fs Art and Contemporary Issues

In this foundational studio art course, students bring together what they are concerned about in the world and their artistic practice. They research various social issues in relation to expressive mediums and learn to creatively use those issues as inspiration for their artworks. Studio mediums include but are not limited to: drawing, three-dimensional constructions, performance, installation 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 course materials.; 4 credits

120fs Drawing I

Fall 2013

120f(1) Visual Exploration

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

N. Margalit

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

120f(2) Visual Exploration

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

N. Margalit

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

120f(3) Figure Studies

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

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

Spring 2014

120s(1) Visual Exploration

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

T. Ginsberg

2 studios (2 hours and 30 minutes); 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

120s(2) Visual Exploration

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

N. Margalit

2 studios (2 hours and 30 minutes); 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

120s(3) Visual Exploration

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

N. Margalit

2 studios (2 hours and 30 minutes); 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.; 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 or permission of instructor; 2 studios (3 hours) and 6 hours unarranged; Students enrolled in this course will be responsible for some of the cost of course materials.; 4 credits

221fs Digital Photography I

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

ments. 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; 2 meetings (2 1/2 hours each). Students interested in taking this course should possess a digital SLR or an advanced compact camera. Students enrolled in this course will be responsible for some of the cost of materials.; 4 credits

***226f Topics in Studio Art I: Digital Art**

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

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.; 4 credits

236fs Painting I

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

Meets Humanities I-A requirement

M. Phillips

Prereq. Art(Studio)116 or 120; 2 studios (2 hours 30 minutes). Students enrolled in this course will be responsible for some of the cost of course materials.; 4 credits

237s Painting II: Observation and Abstraction

In class we will work from the figure, the landscape, and masterworks/appropriated imagery. Students will be asked to approach these subjects using relatively unfamiliar painterly methods, hopefully opening new avenues to explore within their work. Students will be asked to further elaborate upon discoveries made in class through independent work, while continuing to consider issues such as scale, surface, mark, space, and light. A particular emphasis will be placed on examining how students' paintings relate to other historical and contemporary artists who employ abstraction in their own work.

Meets Humanities I-A requirement

M. Phillips

Prereq. Art (Studio) 236; 2 studios (2 hours and 30 minutes), and criticism sessions to be arranged. Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$60.; 4 credits

246fs 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

The department, J. Smith

Prereq. Art(Studio)116 or 120, Priority given to majors, minors, and prospective majors.; 2 studios (2 hours 30 minutes) NOTE: Students enrolled in all sculpture courses will be responsible for some of the cost of course materials.; 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, or permission of instructor; 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. This course may be taken for 2 credits with permission of the instructor.; 4 credits

256fs 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

T. Ginsberg

Prereq. Art(Studio)116 or 120; 2 studios (2 hours, 30 minutes). Students enrolled in this course will be responsible for some of the cost of course materials.; 4 credits

257f Printmaking II: Traditional and Digital Techniques

Exploration of contemporary printmaking techniques, including advanced traditional methods and innovative uses for today's technology. Stone lithography will be taught alongside inkjet printing and using the vinyl cutter. Digital file preparation for printing by hand, which may include screen printing or intaglio. The focus will be on layering different techniques and building images.

Meets Humanities I-A requirement

T. Ginsberg

Prereq. Art (Studio) 256 or permission of instructor; 2 studios (2 hours 30 minutes). Students enrolled in this course will be responsible for some of the cost of course materials.; 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. Hachiyonagi

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.; 4 credits

266s Body and Space

This course focuses on the issues surrounding body and space through installation, performance, and public arts. Students explore the possibilities of body as an energetic instrument, while investigating the connotations of various spaces as visual vocabulary. The self becomes the reservoir for expression. The course examines the transformational qualities of the body as the conduit that links

conceptual and physical properties of materials and ideas.

Meets Humanities I-A requirement

R. Hachiyonagi

Prereq. so, jr, sr only; 2 studios (2 hours and 30 minutes); Students enrolled in this course will be responsible for some of the cost of course materials.; 4 credits

267f Papermaking with Local Plants

In addition to learning basic paper chemistry in this course, students collect usable sections of a variety of plants wherever they live throughout the summer and in the Pioneer Valley in the fall during the course. These plants are examined and recorded before and after drying, then cooked and processed to become paper pulp. Students conceive and construct their art projects inspired by the historical, biological, ecological, and personal aspects of plants as well as their physical qualities.

Meets Humanities I-A requirement

R. Hachiyonagi

Prereq. Art Studio 116, 120, or equivalent and at least one 200-level studio art course.; Two studios (2 hours and 30 minutes) Students enrolled in this course will be responsible for some of the cost of course materials.; 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. Hachiyonagi

Prereq. One 100-level art studio course and at least one 200-level art studio course.; 4 credits

269s Japanese Papermaking

In this course, students learn the traditional practice and history of Japanese hand papermaking, while exploring contemporary applications of the method. Thin, translucent, strong paper is great for drawing and printmaking, as well as sculptural construction and paper casting. This fluidity of medium naturally encourages students to become in-

terdisciplinary in their art making. The apparent fragility, structural strength, and surprising longevity of the material provides a foundation for philosophical investigations into the nature of creativity.

Meets Humanities I-A requirement

R. Hachiyaniagi

Prereq. Art Studio 116, 120, or equivalent and at least one 200-level studio art course; 2 studios (2 hours and 30 minutes); Students enrolled in this course will be responsible for some of the cost of course materials.; 4 credits

280s Topics in Studio Art II: Drawing for Theatrical Set and Costume Design

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

(Same as Theatre Arts 220-02) This course is an investigation into the fundamentals of drawing for costume and set design, with illustration of visual ideas as the focus. Topics will include figure drawing, garment, fabric, and texture rendering for the purposes of costume design, and scale and perspective drawing of objects and environments for set design. Various media will be explored including pencil, paint, and mixed media collage.

Meets Humanities I-A requirement

J. Ford

Prereq. Prereq. 8 credits in Theatre Arts or Art Studio, including Theatre Arts 122 or Art Studio 120 or Art Studio 116, or permission of instructor; 4 credits; Fee of \$50 for materials retained by student.; Note: students enrolled in this course will be responsible for some of the cost of materials.; 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

R. Hachiyaniagi, M. Phillips, J. Smith, T. Ginsberg

Prereq. Art Studio 116 or 120 and four 200-level studio courses or permission of instructor; 2 meetings (90 minutes) and studio hours unarranged. Students enrolled in this course

will be responsible for some of the cost of course materials.; 4 credits

395fs Independent Study

Does not meet a distribution requirement

The department

Prereq. Senior art majors; 2 meetings (90 minutes), 2 credits. 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

396fs Senior Practicum

Senior Practicum functions as a capstone course that prepares students to present their artwork formally in the professional world. The course emphasizes the development of presentation skills through group critiques. Students will also be acquainted with procedures for application and admission to residency, internship, and graduate programs. The practicum may include how to document artwork through photography, build a digital portfolio/website, give presentations, write artist's statements, and pursue professional opportunities in art.

Does not meet a distribution requirement

R. Hachiyaniagi

Prereq. studio art major with senior standing, Mount Holyoke students only; This course is required of all senior majors in studio art.; 2 credits

Asian Studies

The major and minor in Asian studies are administered by the Asian Studies Committee: Professors Gabriel (economics), Hashmi (international relations, on leave 2013-2014), Khory (politics), Lipman (history), I. Peterson (Indian literature, cultural history, and Hinduism, on leave 2013-2014), Roth (anthropology), Sinha (art history), Wang (Chinese language and literature); Associate Professors Chen (politics), Datla (history, on leave 2013-2014), Hachiyonagi (art), Mrozik (religion), Nemoto (Japanese language and linguistics), Steinfels (religion, on leave 2013-2014); Assistant Professor Payne (history); Lecturer Xu (Chinese); Teaching Associate Kao (Chinese); Five College Assistant Professor Sbaiti (history); 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 offers four interdisciplinary majors: East Asian studies, Middle Eastern studies, South Asian studies, and Asian studies (transregional). The first three allow students to specialize in the history, languages, cultures, and politics of East Asia, South Asia, and the Middle East. The fourth allows them to study the diversity of Asia in a comparative framework. Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of Asia.

Language study is the core component of the major. We offer four levels of instruction in Chinese, three in Japanese, up to three in Arabic, up to two in Korean, and a basic course in Sanskrit. Our students are expected to incorporate the humanities and the social sciences fully into their studies with classes at

Mount Holyoke and the other colleges in the Five College Consortium.

On campus, our students experience regional culture at many levels, including language tables and clubs, guest lectures, performing and visual arts, film, festivals, and regional cuisine. These activities are often initiated by and benefit greatly from the diverse student population of Mount Holyoke and particularly the large numbers of students from Asian countries or with an Asian background.

Most of our students spend a semester or a summer in study abroad programs. Mount Holyoke College has affiliated programs or exchanges in China at Shanghai University of Finance and Economics, Beijing Language and Culture University (summer), and University of Hong Kong, China; in Japan at the Associated Kyoto Program (year) and the Japan Women's University; and in South Korea at the Ewha Womans University and the Sookmyung Women's University. Students may also participate in one of the many Mount Holyoke College-approved Middle Eastern or South Asian study abroad programs.

Asian studies majors and minors graduate to pursue careers in fields as varied as education, business, NGOs, journalism, the arts, government service, and graduate study.

The Asian Studies Majors

Requirements for the Major in South Asian Studies

A minimum of 40 credits of course work on South Asia. Any course that devotes 50 percent or more of its substance to South Asian countries, peoples, or issues may count toward the major. Majors are strongly encouraged, but not required, to pursue study of a South Asian classical or modern language through the Five College Mentored Language Program, summer study, or study abroad. Students may count up to 4 credits toward

the major for studying a South Asian language through the Five College Mentored Language Program. One course (4 credits) on South Asian diasporas may count toward the major. Requirements for the major are:

- 1) One course (4 credits) in modern South Asian history (e.g., History 124, Modern South Asia) and one course (4 credits) on pre-modern and/or early modern South Asia (c. 3000 BCE to 1700 CE) (e.g., Art History 263, Arts of India; Asian Studies 254, Great Epics of India; Religion 261, Introduction to Hinduism; or Religion 263, Introduction to Buddhism).

- 2) Eight elective courses (32 credits):

Two (8 credits) must be from Group One: Humanities (history, religion, philosophy, literature, language, the arts, and interdisciplinary courses in these areas). In order to count toward the major, studio art or performance courses must be supplemented with analytical written work.

One (4 credits) must be from Group Two: Social Science (anthropology, economics, geography, international relations, linguistics, politics, sociology, and interdisciplinary courses in these areas).

At least three courses (12 credits) must be 300-level courses. A course that is taught outside of Mount Holyoke must be approved by the chair of the Asian Studies Program to count as a 300-level course. One of the three 300-level courses must be a non-language course.

Requirements for the Major in Middle Eastern Studies

A minimum of 40 credits of course work on the Middle East. Any course that devotes 50 percent or more of its substance to Middle Eastern countries, peoples, or issues may be counted toward the major. One course on Middle Eastern diasporas may count toward the major. Requirements for the major are:

- 1) Four courses (16 credits), equivalent to two years of college-level study of a Middle Eastern language, such as Arabic, Hebrew, Turkish, Persian, and Armenian. Classes in Arabic and Modern Hebrew are currently taught in the Five Colleges.

Additional courses in Arabic and in other languages are offered through the Five College Mentored Language Program. Students may count up to 4 credits toward the major for studying a Middle Eastern language through the Five College Mentored Language Program. A maximum of 16 lower-level language credits and a total of 24 language credits can be counted toward the major.

- 2) Two introductory courses (8 credits) providing an overview of Middle Eastern history. One course (4 credits) must be in the premodern period (pre-1500 CE) and one course (4 credits) must be in the modern period (1500–present). The following courses fulfill the premodern history requirement: History 108, Middle East History from the Rise of Islam to the Ottomans; Religion 202, Introduction to Islam. The following courses may be used for the modern history requirement: History 111, The Making of the Modern Middle East; International Relations 211, Middle East Politics.

- 3) Four elective courses (16 credits):

Two (8 credits) must be from Group One: Humanities (language, literature, the arts, history, philosophy, and religion and interdisciplinary courses in these areas). In order to count toward the major, studio art or performance courses must be supplemented with analytical written work.

Two (8 credits) must be from Group Two: Social Science (anthropology, economics, geography, international relations, linguistics, politics, sociology, and interdisciplinary courses in these areas).

At least three courses (12 credits) must be 300-level courses. A course that is taught outside of Mount Holyoke must be approved by the chair of the Asian Studies Program to count as a 300-level course. One of the three 300-level courses must be a non-language course.

Requirements for the Major in East Asian Studies

A minimum of 40 credits of course work on East Asia. Any course that devotes 50 percent

or more of its substance to East Asian countries, peoples, or issues may be included in the major. One course on East Asian diasporas (e.g., Asian American Studies) may count toward the major. Requirements for the major are:

- 1) Four courses (16 credits), equivalent to two years of college-level study of an East Asian language—Chinese, Japanese, or Korean. Japanese, Chinese, and Korean are taught at Mount Holyoke and elsewhere in the Five Colleges. A maximum of 16 lower-level language credits and a total of 24 language credits can be counted toward the major.
- 2) History 137, Modern East Asia.
- 3) At least three additional courses (12 credits), including at least one from each of the following two groups:

Group One: Humanities (literature, art, history, philosophy, and religion and interdisciplinary courses in these areas). Note: language courses are not included in this group. In order to count toward the major, studio art or performance courses must be supplemented with analytical written work.

Group Two: Social Sciences (anthropology, economics, geography, international relations, linguistics, politics, and sociology interdisciplinary courses in these areas).

At least three courses (12 credits) must be 300-level courses. A course that is taught outside of Mount Holyoke must be approved by the chair of the Asian Studies Program to count as a 300-level course. One of the three 300-level courses must be a non-language course.

Requirements for the Major in Asian Studies

A minimum of 40 credits of course work on Asia. Any course that devotes 50 percent or more of its substance to Asian countries, peoples, or issues may count toward the major. One course (4 credits) on Asian diasporas in any discipline may count toward the major. Requirements for the major are:

- 1) Four courses (16 credits), equivalent to two years of college-level study of an

Asian language. Arabic, Chinese, and Japanese are offered at Mount Holyoke, and other Asian languages are available through the Five Colleges. No more than four (4) credits taken through the Five College Mentored Language Program may be counted toward the major.

- 2) Three introductory courses (12 credits): History 137, Modern East Asia, on East Asia; either History 124, Modern South Asia, or Asian Studies 103, Introduction to Indian Civilization, on South Asia; *and* either History 111, The Making of the Modern Middle East, or International Relations 211, Middle East Politics, on the Middle East.
- 3) Three non-language courses (12 credits) at the 300 level, including courses on *at least two* of the three regions covered by Asian Studies—East Asia, South Asia, Middle East. A course that is taught outside of Mount Holyoke must be approved by the chair of the Asian Studies Program to count as a 300-level course.

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

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

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

101s Introduction to Chinese Civilization: Traditional China

(Same as History 130) A survey of the social, political, and cultural world of premodern China. Emphasis will be placed on the evolution and contrasts of elite and popular culture and the nature of change in an agrarian state. Readings will be drawn from Confucian, Taoist, and Buddhist traditions, classical poetry and fiction, and the history of social and political movements.

Meets multicultural requirement; meets Humanities I-B requirement

J. Lipman

meets history department pre-1750 requirement; 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

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

(Taught in English; Same as Gender Studies 204-03, Theatre Arts 234-01) 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

***252s Stories and Storytelling in India and the World**

(Speaking- and writing-intensive course; taught in English) India is a treasure-house of tales, and the home of vibrant traditions of oral and written storytelling in classical Sanskrit and in modern languages. Indian tales have travelled around the world and have parallels and versions in *The Arabian Nights*, *Decameron*, and *Canterbury Tales*. Indian epics and myths are related to those of the Greeks. We will study the epic *Ramayana*, myths of Hindu gods, animal fables (*Panchatantra*), women's stories, and folktales in various forms, puppet plays, song, and dramatic performance. We will examine who tells stories, why and when, and compare Indian stories with tales from elsewhere, e.g., Aesop, Grimm, Homer.

Meets multicultural requirement; meets Humanities I-A requirement

I. Peterson

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*, stu-

dents have the opportunity to explore the epic narrative's aesthetic, religious, and cultural historical dimensions in its many manifestations, including the Sanskrit text (fifth century BCE), women's ritual songs, Tulsidas's medieval Hindi version, the Ramlila play, Kathakali dance, the television serial, and the political version of the Hindu communalists in the 1990s. All readings are in English.

Meets multicultural requirement; meets Humanities I-A requirement

I. Peterson

4 credits

261s 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

The department

4 credits

264f Twentieth-Century Korea through Fiction and Film

(Taught in English; Same as Film Studies 220) How did the events of the twentieth century set the stage for Korea in the twenty-first century? How did the country become divided into North and South, and how have their paths diverged in the decades since? In this course, students will develop a nuanced perspective of the key political, social, and cultural developments in twentieth-century Korean history through close readings of short stories, novellas, and films, including North Korean productions and rare propaganda films produced during the colonial and Korean War eras.

Meets multicultural requirement; meets Humanities I-A requirement

N. Floyd

All readings are in English, and all films include English subtitles. No knowledge of the Korean language is required.; 4 credits

265s Modern Japanese and Korean Literature in Comparative Perspective

(Taught in English) This course explores the modern literature of Japan and Korea in cultural and historical context, beginning with the genesis of their first modern novels, passing through left-wing literature and modernist experimentation of the 1920s and 1930s, colonialism, WWII and Korean War accounts, student democracy activism in the 1960s, and ending with the rise of women writers in the 1970s and 1980s. While parallels between the two national literatures are assumed at the outset, we will also discuss important differences and the cultural and historical factors that may account for them.

Meets multicultural requirement; meets Humanities I-A requirement

N. Floyd

All readings and class discussions are in English; no knowledge of Japanese or Korean is required.; 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

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 333f-H) 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; 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

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, A. Kao, L. Xu

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, M. Keezing

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, The department

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

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

Meets language requirement; does not meet a distribution requirement

H. Arafah

Prereq. Only fy and soph students may pre-

register; if space is available, jrs and 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

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

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. This first-semester course covers Sanskrit grammar. The emphasis is on sentence construction, recognition and production of grammatical forms, and translation. Attention is also given to script, chanting, and pronunciation. The goal is proficiency in reading sentences and sustained passages in Sanskrit, in preparation for reading authentic texts in the second semester.

Meets language requirement; does not meet a distribution requirement

I. Peterson

Students with previous language study should

contact Ms. Peterson for placement. Students must complete both Asian Studies 141 and 142 to satisfy the College language requirement.; 4 credits

***142s First Year Sanskrit II**

This course continues Asian Studies 141f, First Year Sanskrit I, introduction to the classical language of India. Beginning with a review of grammar, we will treat advanced topics in grammar, including compounds, suffixes, and tense systems. At the end of the semester we will read passages from the epic *Mahabharata* (fourth century BC), *Hitopadesha* (didactic tales and animal fables, ninth century), and the Hindu religious text *Bhagavad Gita* (first century). The goal is preparation for reading texts such as the *Gita* and the *Ramayana* epic independently with the help of a dictionary.

Meets language requirement; does not meet a distribution requirement

I. Peterson

Prereq. Asian Studies 141 or permission of instructor. Students must complete both Asian Studies 141 and 142 to satisfy the College language requirement.; 4 credits

160f First Year Korean I

First Year Korean I is the first half of a two-semester introductory course in spoken and written Korean for students who do not have any previous knowledge of Korean. This course is designed to improve students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading, and writing. Some of the activities include oral dialogue journals (ODJ), expanding knowledge of vocabulary, conversation in authentic contexts, in-depth study of grammar, listening comprehension, pronunciation practice, mini-presentations, Korean film reviews and Korean film making.

Meets language requirement; does not meet a distribution requirement

C. Park

Prereq. Only fy and soph students may pre-register; if space is available, jrs and 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

First Year Korean II is the second half of a two-semester introductory course in spoken and written Korean for students who have some previous knowledge of Korean. This course is designed to improve students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading, and writing. Some of the activities include vocabulary-building exercises, conversation in authentic contexts, in-depth study of grammar, listening comprehension and pronunciation practice, mini-presentations, Korean film reviews and Korean film making.

Meets language requirement; does not meet a distribution requirement

C. Park

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, F. Brown

*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, The department

*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.

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. 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

262f Second Year Korean I

Intermediate Korean I is the first half of a two-semester intermediate course in spoken and written Korean for students who already have a basic knowledge of Korean. This course is designed to reinforce and increase students' facility with Korean in the four language areas: speaking, listening, reading and writing. Students are encouraged to expand their knowledge and take confidence-inspiring risks through activities such as expanding knowledge of vocabulary, role play in authentic contexts, in-depth study of grammar, mini-presentations, various types of writing, Korean film reviews, skits, and Korean film making.

Meets language requirement; does not meet a distribution requirement

S. Massey

*Prereq. Asian Studies 161 or equivalent
(consult Ms. Massey 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 310 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

L. Xu

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

L. Xu

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

L. Xu

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, N. Nemoto

Prereq. Asian Studies 223 or equivalent

(consult Ms. Nemoto for placement); 4 credits

326s Third Year Japanese II

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

Meets language requirement; does not meet a distribution requirement

F. Brown

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

Courses in Other Departments Counting toward the Major, 2013–2014

*See department listings for descriptions and
course offerings.*

Anthropology

- 204 Anthropology of Modern Japan
- 216 Anthropology of Way-Finding and
Urban Space in Japan

Art History

- 261 Arts of China
- 360 Through “Indian” Eyes:
Photography in India
- 360 Bollywood: A Cinema of
Interruptions

Studio Art

- 269 Japanese Papermaking

Economics

- 208 Development and Transition in
China

History

- 111 Making of the Modern Middle East
- 137 Modern East Asia 1600–2000
- 231 Topics in Asian History: Tokugawa
Japan
- 273 The Inheritance of Iran: The
Iranian World from Antiquity to
the Middle Ages
- 301 The Middle East and WWI
- 331 China’s Tumultuous Twentieth
Century

Politics

- 208 Chinese Politics
- 228 East Asian Politics
- 357 War and Peace in South Asia

Religion

- 202 Introduction to Islam
- 207 Women and Gender in Islam
- 241 Women and Buddhism
- 263 Introduction to Buddhism

Astronomy

The astronomy department administers the major in astronomy, which is a collaborative program through the Five College Department of Astronomy (FCAD). Faculty: Professor Dyar (Mount Holyoke *chair*); Visiting Assistant Professors Fassett; Director of the Observatory Stage; Five College Faculty Calzetti, Edwards (Five College *chair*), Erickson, Fardal, Gialvalisco, Gutermuth, Hameed, Hanner, Heyer, Katz, Lowenthal, Mo, Narayanan, Pope, Schloerb, Schneider, Snell, Tripp, Wang, Weinberg, Wilson, 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.

Contact Persons

Sarah Byrne, *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, geology, mathematics, computer science—that we use to understand the earth and its immediate surroundings. Thus, all students are strongly encouraged to base their study of the universe upon a firm grounding in one of these disciplines.

All 100-level courses are taught by Mount Holyoke faculty and staff. Courses at the 200 level and above are staffed collectively by faculty in the Five College Department (as listed above); many of them will be offered off

campus. Students are urged to consult the department to assist in planning a program of study that takes advantage of the rich variety of course opportunities. Through advising, the exact program is always tailored to the student's particular strengths, interests, and plans.

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 geology, mathematics, physics, biology, and/or chemistry, as well as a facility in computer programming, are strongly encouraged.

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

The major in astronomy is based on completion of Mathematics 100/101 and 202 and Physics 110 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 190/201 (Electromagnetism) (4 credits)
- Two astronomy courses at the 200 level (8 credits) from the offerings of the Five College Astronomy department
- One astronomy course at the 300 level (4 credits) from the offerings of the Five College Astronomy department
- Three additional courses, of which two must be at the 300 level, in astronomy or

a related field such as mathematics, physics, geology, biology, computer science, or the history or philosophy of science (12 credits)

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

Requirements for the 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 115/110, 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 110, 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.

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 at Hampshire, Smith, the University of Massachusetts, and Mount Holyoke Colleges.

Prereq. Physics 110, Physics 190/201 or concurrent enrollment, and Math 202

301fs Writing about Astronomy

The goal of this course is to teach the writing techniques and styles that are appropriate for the types of careers that might be pursued by an astronomy major. The course will be composed of both a set of short writing assignments and longer assignments, and some of these assignments will be orally presented to the class. All students will critique the talks, and some written assignments will be exchanged between students for peer editing and feedback. Some papers will require analysis of astrophysical data.

Offered at the University of Massachusetts.

Prereq. completion of 200-level or higher astronomy class, an English writing course, and at least the first two semesters of physics.

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.

337f 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

The department

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 ori-

gin, 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 time-keeping systems. Find out how telescopes work.

*Meets Science and Math II-B requirement
The department*

*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*

***105f Mars: Missions, Conditions, and Prospects for Habitation**

(First-year seminar; speaking- and writing-intensive course) Exploration of Mars is a goal of the current U.S. president and a dream of many citizens. We will examine what needs to be done before anyone sets foot on the Red Planet. We will consider the history and politics behind Martian exploration, our knowledge of geology and atmospheric conditions on Mars based on data from current missions, and plans for future exploration.

*Meets Science and Math II-C requirement
The department*

Prereq. fy; 4 credits

***110fs Introduction to Astronomy**

Fall 2013

***110f(1) Survey of the Universe**

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
The department*

*Prereq. Mathematics 100 or 101 or the
equivalent; The lecture for this course meets at
the same time as the lecture for ASTR-100 and
101. Students in this course (110) must attend*

a weekly 4th hour section.; 4 credits

Spring 2014

***110s(1) Survey of the Universe with Coffee Table Astrophysics**

In addition to attending the Astronomy 100 lectures, students will take part in a 4th hour in which we will discuss current frontiers in modern astronomy and astrophysics. Although this 4th hour is somewhat tailored to the interests of the enrolled students, anticipated topics include Einstein's Theories of Relativity, Death of Massive Stars, Black Holes and Warped Spacetime, and the Expanding Universe. Using readings and discussion we will examine the nature of these mind-boggling discoveries and their treatment in the popular media.

*Meets Science and Math II-C requirement
The department*

*Prereq. Mathematics 100 or 101 or the
equivalent; The lecture for this course meets at
the same time as the lecture for ASTR-100-01
and 101-01. Students in this course (110)
must attend a weekly 4th hour.; 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
The department*

*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.

*Meets Science and Math II-C requirement
The department*

Prereq. Physics 115/110 and Math 202; Physics

216/190 and Math 203 strongly suggested; 4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. soph; 1-4 credits

330s Seminar: Topics in Astrophysics

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 websites.

Does not meet a distribution requirement

The department

Prereq. any intermediate-level astronomy or geology course; Astronomy 223 recommended; 4 credits

395fs Independent Study

Does not meet a distribution requirement

The department

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

Biochemistry

The major in biochemistry is administered by the Biochemistry Committee: Professors Chen (chemistry, *cochair*), Hamilton (chemistry), Hsu (biochemistry), Knight (biological sciences), Woodard (biological sciences, *cochair*); Assistant Professors Camp (biological sciences), McMenimen (chemistry).

Contact Persons

Dianne Baranowski, *senior administrative assistant*

Wei Chen, *cochair*

Craig Woodard, *cochair*

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. Cell Biology (Biology 220) may also be used as advanced credit work. 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 plus credits for prerequisite courses 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. Cell Biology (Biology 220) may count in place of one of the 300-level electives.

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 introductory-level courses should consult with the program chair or other members of the Biochemistry Program Committee.

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. 9).

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. As the course title implies, we are running out of this precious resource, due to population expansion, unsustainable usage of water by industrialized societies, pollution of waterways, and the redistribution of water due to engineering, climate change, and commerce. We shall read from a variety of texts to inform our discussion of issues and solutions related to water resources.

Meets Science and Math II-C requirement

L. Hsu

Prereq. fy; 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 (on leave fall 2013), Woodard; Associate Professors Bacon (*chair*), Brodie (on leave fall 2013), Frary, Gillis (on leave fall 2013), Hoopes; Assistant Professor Camp; Visiting Associate Professor Drewell; Visiting Assistant Professors Andras, Tanner.

Contact Persons

Sue LaBarre, *senior 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 or 210, Chemistry 201; Chemistry 201 may be taken concurrently with Biology 220)

One of the following:

- 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.
- A total of five courses at the 200 and 300 levels are required to be taken with labs.
- Biology 295 or 395 does not count toward the minimum 32 credits in the major.

Required courses outside of biological sciences:

- 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. The Massachusetts Department of Elementary and Secondary Education requires specific subject matter knowledge within the biological sciences. In some instances course work in the major coincides with course work required for licensure, in other cases it does not. Information regarding courses necessary for the education minor can be found in the psychology and education section of the course catalogue.

Admission to the Licensure Program requires a formal application, as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Interested students should schedule an initial advising appointment with Sarah Frenette in the Department of Psychology and Education, preferably by the middle of the sophomore year, to review program requirements and assist in planning course work. Additional information about the Licensure Program, including application materials, can be found online at <https://www.mtholyoke.edu/acad/teach>.

Facilities

The department's facilities include transmission, scanning electron, and fluorescence microscopes, image capture and processing equipment, a tissue culture room, a greenhouse, controlled environment chambers, molecular biology equipment, and several computer-equipped teaching laboratories.

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 2013

*145f(1) Organismal Biology

This course will cover a range of topics, from the molecular to the organismal level, related to the biochemistry and physiology of vertebrates. In particular, we will study the chemical underpinnings and functional workings of mammalian body systems (such as, endocrine, reproductive, metabolic, immunologic, neurologic, etc.), while paying attention to the ways in which these systems interact with one another and how evolution has shaped these processes. These topics will be covered through a lens that highlights the scientific research that led to our current understanding of these systems.

Meets Science and Math II-B requirement

S. Stranford

4 credits

145f(2) Diversity of Life

We will survey the great diversity of life on earth from the archaeobacteria that live in hot sulfur springs to giant sequoia trees to singing birds. Labs will explore biological diversity via collecting trips around campus as well as laboratory experiments and will introduce students to data collection, manipulation, and analysis.

Meets Science and Math II-B requirement

S. Barry

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 circum-

stances, 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) Can't Live with 'Em, Can't Live without 'Em: An Introduction to the Ecology and Evolutionary Biology of Symbiotic Interactions

From mutualism to parasitism, symbiosis is a universal feature of life. In this course we will study the mechanisms of symbiotic interactions and consider their significance for the ecology and evolution of organisms. We will explore some of the most spectacular and important examples of contemporary symbioses, from coral reefs to infectious diseases, and learn how symbiosis is responsible for major developments in the history of life, such as the origin of the eukaryotic cell and the evolution of sex. Along the way we will cover fundamental concepts in ecology, evolution, population genetics, and epidemiology.

Meets Science and Math II-B requirement

J. Andras

4 credits

**145f(5) Nature Harmoniously Confused*

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(6) 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(7) Animal Bodies, Animal Functions*

How are animal bodies built to deal with living on earth? In this course we will study the function of cells, organs, and organ systems that have evolved to help animals make their way through the physical and chemical environment. In lecture and in lab, we will consider the common needs of animals — needs such as feeding, breathing, and reproducing — and the diverse solutions they have devised. A range of life, from unicellular organisms to animals with backbones (including mammals), will be considered.

Meets Science and Math II-B requirement

S. Bacon

Prereq. first years will have priority during the first week of registration; upperclass students will be eligible to register for any remaining seats thereafter.; 4 credits

Spring 2014

145s(1) Biology in the Age of the Human Genome Project

The Human Genome Project is leading to great advances in our understanding of the human body and in our ability to manipulate our own genetic information. We will focus on the science behind the Human Genome Project, and the ways in which it affects our lives. This course will also serve as a general introductory biology course for biology majors as well as nonmajors. We will read articles and books, and make use of the World Wide Web.

Meets Science and Math II-B requirement

C. Woodard

4 credits

145s(2) 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 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

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

Meets Science and Math II-B requirement

R. Drewell

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, or Neuroscience and Behavior 100; 4 credits

206s Local Flora

This course 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

The aim of this course is to understand the fundamental unit of life—the cell—at the molecular level. We will consider the assembly and structure of cellular membranes, proteins, organelles, and the cytoskeleton, as well as their roles in cellular processes including the capture and transformation of energy, catalysis, protein sorting, motility, signal transduction, and cell-cell communication. Emphasis will be placed upon the diversity of cellular form and function and the cell biological basis for disease. The laboratory portion of this course will illustrate and analyze these phenomena through selected biochemical, genetic, and microscopy-based approaches.

Meets Science and Math II-B requirement

A. Camp

Prereq. Biological Sciences 200 or 210, plus Chemistry 201 (can be taken concurrently); 4 credits

223f Ecology

This course will cover the fundamental factors controlling the distribution and abundance of organisms, including interactions with the abiotic environment, fitness and natural selection, population growth and dynamics, species interactions, community dynamics, and diversity. We will address variation across space and time. The course will combine observational, experimental, and mathematical approaches to some of the applications of ecological theory, including conservation, disease dynamics, and biological control.

Meets Science and Math II-B requirement

M. Hoopes

Prereq. Biological Sciences 145 or 160 plus at least one semester of Calculus or Statistics (which may have been taken in high school, but then instructor permission will be required for registration); 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 Regenerative Medicine: Biology and Bioethics

(Speaking-intensive course) What is regenerative medicine? What is the science that drives new medical therapies using stem cells? We will study the biology of adult, embryonic, and induced pluripotent stem cells, as well as the legal, ethical, and moral implications of using these cells in medical therapies. Each member of the class will participate in a staged debate on these issues for an introductory biology class. Pending funding, we may travel to Washington, D.C. to attend a meeting of the Commission on Bioethics.

Does not meet a distribution requirement

R. Fink

Prereq. permission of instructor only, with Biological Sciences 220 or equivalent expected; 4 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

303s Microbial Genetics

(Speaking-intensive course) Studies at the molecular level of various aspects of genetics, as expressed in bacterial and viral systems. Topics include patterns and mechanisms of replication, recombination, repair, and mutation of DNA; regulation of gene activity; gene-protein relationships; and genetic engineering. The fourth hour will follow a "journal club" format with student presentations.

Does not meet a distribution requirement

J. Knight

Prereq. Biological Sciences 210, and 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, or permission of instructor; 4 credits

308s Darwin

(Writing-intensive course; Same as History 361-01) 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 History 248; 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; 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, or permission of instructor; 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

317s Immunology

This course will cover the cells, organs, and biochemical signals that constitute the immune system, as well as mechanisms for the identification and removal of foreign pathogens. Additional topics may include: autoimmunity, allergy, vaccination, transplantation, cancer, immune deficiency, and pathogen evasion strategies. Emphasis will be placed on the human immune response, with the use of clinical case studies to reinforce these ideas, although experimental models will also be discussed. In the final section of the course, students will research and deliver an oral presentation on an immunology topic of interest.

Meets Science and Math II-C requirement
The department

Prereq. Biological Sciences 210 plus either Biological Sciences 220 or Biochemistry 311; The lecture for this course meets at the same time as the lecture for Biology 319 but this course does not include a lab.; 4 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.

Meets Science and Math II-B requirement
R. Brodie

Prereq. Biological Sciences 223 or 226; 4 credits

319s Immunology with Laboratory

This course will cover the cells, organs, and biochemical signals that constitute the immune system, as well as mechanisms for the identification and removal of foreign pathogens. Additional topics may include: autoimmunity, allergy, vaccination, transplantation, cancer, immune deficiency, and

pathogen evasion strategies. Emphasis will be placed on the human immune response, with use of clinical case studies to reinforce these ideas, although experimental models will also be discussed. The laboratory portion will include experience with basic immunology techniques, followed by an extensive six-week independent project that culminates in a final research paper.

Meets Science and Math II-B requirement
The department

Prereq. Biological Sciences 210 plus either Biological Sciences 220 or Biochemistry 311; The lecture for this course meets at the same time as Biology 317, but this course includes a laboratory.; 4 credits

***320f Introduction to Transmission Electron Microscopy**

Basic principles of transmission electron microscopy (TEM) and potential uses in biological studies. Each student selects a project and learns the fundamentals of specimen preparation, operation of the TEM, and image acquisition. Preparation, assessment and interpretation of the resulting electron micrographs culminate in an individual portfolio. Students wishing to extend their experience in other courses, including Biological Sciences 295 and 395, may enroll in this course concurrently.

Does not meet a distribution requirement
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 2013

321f(A) 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(E) 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

Spring 2014

321s(F) Marine Conservation Biology

(Same as Environmental Studies 321) Ocean ecosystems are of tremendous ecological importance and provide many billions of dollars worth of services annually, yet our marine systems face serious threats due to overfishing, climate change, ocean acidification, pollution, and the spread of invasive species. Conservation and management strategies aim to protect our remaining marine resources and restore those that have been lost or damaged. In this course, we will study the scientific evidence documenting the most pressing threats to marine ecosystems and examine available strategies for mitigating these threats. We will also explore cultural, economic, and political issues relevant to marine conservation and management.

Meets Science and Math II-B requirement

J. Andras

Prereq. Biological Sciences 223 and/or 226; 4

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

***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

328f Human Physiology

A consideration of the physiological processes involved in the control of human body functions. We will study the mechanisms for regulating individual organ systems and how these mechanisms respond to changing needs of the individual. Our examination of the physiological controls will include an analysis of the underlying cellular and molecular processes that drive the mechanisms and integrate the activities of the different systems.

Meets Science and Math II-B requirement

S. Bacon

Prereq. Biological Sciences 220 or Biochemistry 311; 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 or Environmental

Studies 200 and 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, and the emerging field of evolutionary developmental biology.

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

B. Tanner

Prereq. Biological Sciences 200, 220 and 4 credits in chemistry or physics; permission of instructor; preference given to seniors; 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

336f Bacterial Cell Biology

Long considered to be simple "bags of enzymes," bacteria are now appreciated to be highly ordered and dynamic cells. Bacterial cells organize their genetic material, assemble cytoskeletons, localize proteins, construct organelle-like compartments, differentiate, and communicate with one another to coordinate multicellular behaviors. This course will explore the exciting new field of bacterial cell biology via the primary scientific literature. Substantial student participation in the form of group work and discussions will be expected.

Meets Science and Math II-C requirement

A. Camp

Prereq. Biological Sciences 220; 4 credits

340f 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-C 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

Chemistry

The chemistry major and minor are administered by the Department of Chemistry: Professors Browne, Chen, Hamilton (*chair*); Associate Professors Cotter, Gomez (on leave 2013-2014); 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 110 and 201)

Courses

- Core courses in chemistry:
 - 101/160 and 201, General Chemistry I and II
 - 202 and 302, Organic Chemistry I and II
 - 308, Chemical Thermodynamics
 - 325, Atomic and Molecular Structure and
- 8 or 12 credits in elective courses, at least four of which must be at the 300 level; Physics 205, Introduction to Mathematical Methods for Scientists, can be counted as a chemistry elective.

Other

- Participation in two semesters of the department comprehensive seminar program
- An individual oral presentation at the annual Senior Symposium for those submitting an honors thesis

Track B (*Generalist/State of Massachusetts Secondary Teaching Licensure*)

Credits

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

- A year of calculus (Mathematics 101 and 202)
- A semester of calculus-based physics (Physics 110)

Courses

- Core courses in chemistry:
 - 101/160 and 201, General Chemistry I and II
 - 202 and 302, Organic Chemistry I and II
 - 308, Chemical Thermodynamics
- 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: Critical Social Thought 248, Science, Revolution, and Modernity; 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 for those submitting an honors thesis

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

The chemistry major can be pursued at several levels of intensity. To get to the junior and senior years and enjoy the greatest opportunity for advanced courses and independent work, the department recommends the following schedule for students entering the major at 101.

	<i>Fall</i>	<i>Spring</i>
<i>Fy</i>	Chemistry 101 or 160 Mathematics 101	Chemistry 201 Mathematics 202
<i>Soph</i>	Chemistry 202 Physics 110	Chemistry 302 Physics 201
<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 chemistry should be aware that some programs require additional background in mathematics and physics. Given the current emphasis on molecular biology in chemical research, students may find courses in biology particularly valuable.

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. A placement exam will be offered just prior to the start of the fall semester and later in the academic year. Please see department website for details. 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

G. Snyder, A. van Giessen

Prereq. Department placement exam required for entry; 4 credits

110fs First-Year Seminar

Fall 2013

110f(1) 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

Prereq. fy; 4 credits

Spring 2014

**110s(3) Using Spectroscopy to Analyze Paintings*

(First-year seminar; speaking- and writing-intensive course) Seeing with multiple wavelengths of light reveals different layers in paintings. This course will study how spectroscopy can reveal details of an artist's painting style. First, the electromagnetic radiation and how it interacts with matter will be introduced. Next, the structure of a painting will be discussed along with case studies of famous or infamous paintings. Finally, students will apply their knowledge to study their own paintings through visible and infrared light.

Meets Science and Math II-C requirement

M. Gomez

Prereq. fy; 4 credits

160f Integrated Introduction to Biology and Chemistry

(Same as Biological Sciences 160) This 8-credit course serves as a gateway to both the biology and chemistry core curricula. The course introduces and develops fundamental concepts in chemistry while also exploring the diverse range of strategies adopted by living systems to survive in different environments. This course prepares students for further study in chemistry (Chemistry 201) and/or biology (Biology 200). Students must register for both Biology 160 and Chemistry 160 as well as a single lab section (listed under Chemistry 160). Recommended for students interested in completing pre-health requirements or advanced study in biochemistry or neuroscience.

Meets Science and Math II-B requirement

D. Cotter

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

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 ele-

mentary 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, G. Snyder, D. Cotter

Fall prereq. First years only. Department placement exam required for entry; Spring prereq. Chemistry 101 with a grade of C or higher, or permission of instructor; 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

The department

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

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

K. McMenimen, S. Browne

Prereq. Chemistry 202 with grade of C or better; 4 credits

304s Advanced Organic Chemistry Laboratory

This half-semester course, starting after spring break, applies and builds upon the techniques and tools of synthetic organic chemistry acquired during previous laboratory classes. Experiments will be selected to provide exposure to contemporary synthetic methods, to offer examples of the application of sophisticated reagents, to afford practice in modern separation and purification approaches, and provide scope for hands-on acquisition of Nuclear Magnetic Resonance (NMR) spectra.

Does not meet a distribution requirement

D. Hamilton, A. Figueiredo

Prereq. Permission of instructor and Chemistry 302 as prerequisite or co-requisite; second half of semester; 1 credit

*306s Methods of Measurement

We will discuss analytical techniques which are currently applied in chemical, environ-

mental, 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

***308s 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

W. Chen

Prereq. Mathematics 202, Physics 115, Chemistry 202 with grade of C or better; 4 credits

311f Protein Biochemistry and Cellular Metabolism

(Same as Biochemistry 311; Biological Sciences 311) This course is a rigorous introduction to the study of protein molecules and their role as catalysts of the cell. Topics include general principles of protein folding, protein structure-function correlation, enzyme kinetics and mechanism, carbohydrate and lipid biochemistry, and metabolic pathways (catabolic and anabolic) and their interaction and cross-regulation. Biological transformation of energy is considered in light of the principle of thermodynamics.

Meets Science and Math II-B requirement

L. Hsu

Prereq. Biological Sciences 210 (can be taken concurrently), and Chemistry 302; 4 credits

314s Nucleic Acids Biochemistry and Molecular Biology

(See Biochemistry 314, Biological Sciences 314)

Meets Science and Math II-B requirement

The department

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

325f 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

H. Jayathilake

Prereq. Mathematics 202, Chemistry 202 and Electromagnetism (Physics 216/190/201), all with grade of C or better; Mathematics 203 is recommended; 4 credits

334fs 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

***337f Physical Organic Chemistry**

An introduction to the concepts and methods of physical organic chemistry. Examination of reaction mechanisms and the experimental results that support these mechanisms. Topics include structure and reactivity, reaction kinetics, mechanism determinations, and Woodward-Hoffman Rules.

Does not meet a distribution requirement

S. Browne

Prereq. Chemistry 302, 308; 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. Enrollment by permission of instructor.; 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

The department

Prereq. Chemistry 302 and one additional 300-level chemistry course; 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

K. McMenimen

Prereq. Chemistry majors only. Two semesters required, spring (as a junior) fall (as a senior); 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; Visiting Assistant Professor Landon.

Contact Persons

Kay Klippel, *senior administrative assistant*
Paula Debnar, *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. 9).

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 Socratic Questions

(First-year seminar; writing-intensive course) Socrates left behind no written works, but conversations with him made such a powerful impression on his contemporaries that he inspired several philosophical "schools" as well as a new genre ("the defense of Socrates"). By examining the contradictions among several ancient portraits of Socrates, and by placing Socrates within the historical context of fifth-century Athens, we will try to understand why the Athenians thought that they should put him to death. In doing so we will consider the limits of civil disobedience and freedom of speech, and the nature of the "good life." Readings will include works of Plato, Xenophon, Aristophanes, and others (all readings in English).

Meets Humanities I-A requirement

P. Debnar

Prereq. Open to first-years only; In English; appropriate for anyone interested in ancient Greek literature, philosophy, and society.; 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
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
G. Sumi
4 credits

*211s Gods and Mortals: Ancient Greek and Roman Myth

(Taught in English) We will accompany Odysseus on his return from Troy, retrieve the Golden Fleece with Jason, and race with Ovid through his witty—and often troubling—retelling of Greek myths from a Roman perspective. This course examines how Greek and Roman authors and artists from very different periods used myth to explore questions about life, art, and politics. Works include: Homer, *Odyssey*; Apollonius of Rhodes, *Argonautica*; Ovid, *Metamorphoses* and *Heroides*; Greek tragedy, and ancient images representing myths.

Meets Humanities I-A requirement
P. Debnar

Prereq. most spaces will be reserved for first-years and sophomores; Optional screenings of films related to ancient myth.; 4 credits

212f Greek Tragedy, American Drama, and Film

(Taught in English) This course examines the critical influence of the three most important Athenian dramatists, Aeschylus, Sophocles, and Euripides, on the works of modern dramatists and filmmakers, including Eugene

O'Neill, Tennessee Williams, Arthur Miller, Roman Polanski, Woody Allen, Ridley Scott, Jules Dassin, Theodoros Angelopoulos, and others. Attention is given to the different concepts of tragedy underlying the genre, such as the tragedy of self-knowledge and illusion, the tragedy of desire, the tragedy of sin and redemption, and tragedy as protest against social injustice.

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 Sparta, its antithesis in the classical period. Sources will include Herodotus, Thucydides, Aristophanes, Plato, Aristotle, Demosthenes, and others.

Meets Humanities I-A requirement
P. Debnar
4 credits

230s The City of Rome from Romulus to Constantine

(Same as Art History 290-02) A detailed survey of the archaeology of the city of Rome from its origin in the early Iron Age to the beginning of the fourth century CE. The principal monuments and architectural development of the ancient city will be discussed against a broader cultural and historical background, with an emphasis on the powerful families and individuals responsible for the shaping of the urban landscape, and the specific social and political circumstances that gave the monuments meaning.

Meets Humanities I-A requirement
M. Landon

Prereq. fy require permission of instructor; 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

4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. Permission of department; 1-4 credits

329s Politics and Greek Tragedy

(Same as Politics 329) Students in this course will explore ancient Greek tragedy as a way of thinking through such central problems of political life as freedom, identity, responsibility, and justice. The course will place the ancient texts in their particular historical context, while also attending to the material as a springboard for confronting contemporary political questions. The course will also address the broader implications of turning to ancient material and to literature as sources for political theorizing.

Meets Social Sciences III-A requirement

E. Markovits

Prereq. Prereq. 8 credits in Politics or Classics (or permission of the 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

M. Landon

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

P. Debnar

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

M. Landon

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 I

Offers study and practice in the grammar and syntax of classical Latin.

Meets language requirement; does not meet a distribution requirement

M. Landon

Prereq. fy,so,jr; seniors require instructor permission; students must complete both Latin 101 (4 credits) and 102 (4 credits) to satisfy the language requirement; 4 credits

102s Elementary Latin II

Offers study and practice in the grammar and syntax of classical Latin.

Meets language requirement; does not meet a distribution requirement

M. Landon, B. Arnold

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

M. Landon

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

B. Arnold

Prereq. Latin 201 or permission of instructor; 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. one 200- or 300-level Latin course; 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 above; 4 credits

***308s Lucretius**

This course explores Lucretius' philosophical poem *De Rerum Natura* as an exposition of Epicurean atomic theory and ethics, and considers the place of the poem in later literature and thought.

Meets either language requirement or Humanities I-A requirement

P. Debnar

Prereq. Latin 222 or above; 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. one 200- or 300-level Latin course; 4 credits

***310f 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

Prereq. one 200- or 300-level Latin course; 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. one 200- or 300-level Latin course; 4 credits

319s Power, Politics, and Scandal: Roman Imperial Biography and Historiography

Tacitus and Suetonius are the two principal authorities for understanding the impact of the Roman emperor's position and authority on the transformation of the political culture of the early empire from republic to monarchy. This course will focus on the content of Roman imperial historiography and biography—politics and the abuse of power, dynastic succession, scandal and court intrigue—as well as its form—source material, narrative structure and prose style—by reading closely selections from Tacitus' *Annals of Imperial Rome* and/or *Histories* and Suetonius' *Lives of the Twelve Caesars*.

Meets either language requirement or

Humanities I-A requirement

G. Sumi

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.

101fs Introductory Seminar

Fall 2013

101f(1) Encountering the Sacred: The Bible and Reading

(First-year seminar; writing-intensive course) Martin Buber famously wrote that we must read the Bible “as though it were something entirely unfamiliar, as though it had not been set before us ready-made.” Whether you come to the Bible from within a faith tradition or not, this course will ask you to do just that. We’ll take a text that for more than 2,000 years has stood at the heart of the Western tradition and ask how we can approach that text today, from the place where you stand. What does it mean to read a sacred text? How has it been read by people situated both within and at the margins of Western culture? What are the possibilities for your reading?

Meets Humanities I-A requirement

P. Scotto

Prereq. fy; 4 credits

Spring 2014

**101s(1) Stressed Out*

(First-year seminar; speaking-intensive course) We’ve all been there. Each of us carries a deep physical understanding of what it’s like to be under stress. But what are the evolutionary and biological underpinnings of this experience? How and why do our bodies respond to stress in such a characteristic way? And what is the impact of this biological response on health and disease? Through reading and discussion, we’ll explore the biology of stress, the brain’s ability to link the outer and inner worlds, the organ systems whose activity is altered by the stress response, and emerging research on the impact of long-term stress on memory, immune function, cardiovascular health, and cancer risk.

Meets Science and Math II-C requirement

S. Bacon

Prereq. fy; 4 credits

151s First-Year Seminar: Literature and Politics: The Power of Words

(First-year seminar; speaking- and writing-intensive course; taught in English; Same as Politics 151) Literature and politics, what are the connections? How do writers combine their literary and political goals? How does their work impact politics? What literary genres do they employ—utopianism, realism, magic realism, satire, modernism, or postmodernism? How do governments react to literary challenges? We will look closely at the texts themselves, examine the interaction between aesthetics and politics, but also focus on the social and political context. Why was the book written, and in what way did the book impact the politics and ideas of its time? Authors will include Shakespeare, Rousseau, Swift, Dickens, Orwell, Sartre, Andrei Platonov, Solzhenitsyn, Rushdie, and Chinua Achebe.

Meets Social Sciences III-A requirement

S. Jones

Prereq. fy; 4 credits

*210s Ready for the World: Preparing for Your Internship and Research Project

College 210 prepares students for a summer internship. Participants will learn how to productively search for an internship, how to craft a successful internship application, how to make ethical choices in diverse situations, how to create meaningful mentoring relationships, and how to negotiate the work environment.

Does not meet a distribution requirement

H. Hanson

2 credits

211f Tying It All Together: Curriculum to Career

This course is designed for students who have recently completed summer internships and research projects to help them integrate their experience within the context of their liberal arts education and career goals. Students will apply problem-solving skills to various situations that occurred during their summer

project; learn how to identify and articulate transferable skills gained during the project to potential employers and graduate schools; discuss how the experience has affirmed and/or modified their career goals; learn strategies to identify and network with individuals to advance their professional and academic development; and prepare a presentation on their internship or research project for the fall LEAP Symposium.

Does not meet a distribution requirement

H. Hanson

Class meeting dates: 9/11, 9/25, 10/2, 10/9, and 10/23. Students are also required to present at the LEAP Symposium on Friday, October 18, 2013.; 2 credits

225f Topics in Leadership: Women, Business, and Leadership Development

What does leadership mean and what does it look like? What does it mean to become as leader in a business context? And what does this mean for women? In this half-semester course, we will examine research literature and case examples from various business contexts including small businesses, nonprofits, and larger corporations. Topics will include: leadership capacities, models of leading and managing, effective mentoring and networking, women's career development, and negotiation and influence.

Does not meet a distribution requirement

B. Packard, J. Lansberry

Prereq. so, jr, sr; Half-semester course, October 21 - December 2. No letter-grading (credit/no-credit only). Cannot be repeated if was taken in Fall 2012.; 1 credit

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. soph, jr, sr, and permission of instructor; 1-4 credits

395fs 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), Gabriel (economics), McGinness (history), Pyle (politics), Margaret Robinson (mathematics), Michael Robinson (economics, *chair*), Schwartz (history); Assistant Professor Steven Schmeiser. Visiting Professor Butterfield

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.

Related Courses in Other Departments

Available for credit in complex organizations. See department listings for course descriptions.

	<i>Economics</i>
201	Game Theory
215	Corporate Finance
307	Seminar in Industrial Organization
335	Advanced Corporate Finance
338	Money and Banking
345	Corporate Governance
	<i>International Relations</i>
270	American Foreign Policy
	<i>Politics</i>
353	Politics of Work

Course Offerings

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.

Does not meet a distribution requirement

S. Schmeiser

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 leader; and (3) behavioral skills in dealing with people.

Meets Social Sciences III-A requirement

D. Butterfield

Prereq. soph, jr, sr; 4 credits

218f Perspectives in Global Business

We will study the behavior of consumers, producers, and their interactions in markets. How do consumer, producer, and social welfare depend on market organization and regulatory institutions? How do competition and international trade affect consumers and firms? How do the decisions that businesses make affect employees, customers, suppliers, the community, and the environment? How do businesses make decisions about advertising and pricing? We will use case studies and microeconomic theory to explore these and other questions.

Does not meet a distribution requirement

S. Schmeiser

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

Spring 2014

299s(1) Non-Profit Management and Business Practice

This course introduces students to the issues and challenges of leading a non-profit organization. Covered topics include dealing with boards, workers and volunteers and external

agencies. We will consider funding and revenue sources as well as cost management. Finally, the course will explore strategic planning and program evaluation. The course will feature an embedded practitioner with substantial leadership experience in higher education.

Meets Social Sciences III-A requirement

M. Robinson

The course will be a case study based course and students will be required to do a substantial project on a non-profit of their choosing.; 4 credits

299s(2) Complex Organizations

(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

The department

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: Associate Professors Ballesteros (*chair*), Lerner (on leave 2013-2014); Assistant Professors Sheldon (on leave fall 2013), St. John; Visiting Assistant Professor Fourquet.

Contact Persons

Wendy Queiros, *senior administrative assistant*

Lisa Ballesteros, *chair*

Computer science is an exciting field with applications across many other disciplines, including biology, chemistry, physics, environmental science, mathematics, economics, sociology, psychology, and art. The main role of a computer scientist is that of a problem solver. A degree in the field signifies formal training in computational and analytical approaches to problem solving as well as the skills necessary to develop software to tackle new challenges. These computational approaches can be applied to a wide spectrum of problems, including protein folding and flexibility, modeling and forecasting bird migration, improving on the capabilities of search engines to retrieve the most relevant documents, understanding how the connectedness provided by social networks impact the lives we lead, supporting scientists in the management and analysis of the data they collect, developing video games and computer animations, and more. In truth, it is difficult to think of a scenario in which the tools acquired in computer science do not provide a powerful advantage.

Requirements for the Major

Credits

- A minimum of 40 credits

Courses

- Computer science (36 credits):
 - 101, Problem Solving and Object-Oriented Programming

- 201, Advanced Object-Oriented Programming
- 211, Data Structures
- 221, Introduction to Computer Systems
- 312, Algorithms
- 322, Operating Systems
- Three additional computer science courses (12 credits). Two of these must be at the 300-level (8 credits). The third may be at either the 200-level or 300-level (4 credits). Independent study courses do not count as electives.
- Mathematics (4 credits):
 - 232, Discrete Mathematics

The skills and abstract reasoning of mathematics are especially important in computer science. It is strongly recommended that students take additional mathematics courses (at least through Mathematics 101 and 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 may also count Philosophy 225, Symbolic Logic as an elective because of its strong connection to the foundations of computer science.

Students planning to pursue an advanced degree in computer science should take additional computer science courses and include independent research leading to a thesis in their plans.

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Computer science:
 - 101, Problem Solving and Object-Oriented Programming

- 201, Advanced Object-Oriented Programming
- 211, Data Structures
- Two additional computer science courses (8 credits) with one at the 300-level. The second can be at either the 200-level or 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 programming experience may consider beginning with 201. Any member of the computer science faculty can advise students who have questions about their course of study. CS101, 201 are offered both semesters.

Honors

To graduate with honors in computer science, a student must complete a project and write an accompanying thesis. This is often a full year commitment, during which the student works closely with a faculty member to explore a topic in depth by reading research papers, writing programs, and experimenting with ideas. Preliminary research usually begins in the summer following her junior year, with the student submitting and defending a thesis proposal early in the fall of her senior year. Upon department approval of this proposal, she will complete the research during her senior year, writing and defending her thesis in the spring. Some honors students attend conferences and/or coauthor papers with their mentors.

Programming-Intensive Courses

Courses designed to offer students significant software design and programming experience are labeled as "Programming intensive."

Course Offerings

100s An Introduction to Computer Science

An introduction to basic computer science concepts with a focus on Python programming to manipulate images and sounds. Laboratory assignments will provide the main programming opportunities with Python, images, and sounds, while lectures will cover topics such as the origins of computing, computer architecture, artificial intelligence, and robotics.

Meets Science and Math II-A requirement

E. Fourquet

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

L. Ballesteros

4 credits

105f iDesign Studio

(First-year seminar) Designers are continually innovating ways of incorporating technology into today's world, from projections of butterflies on Grammy performance dresses to "smart" purses that sense when your wallet is missing. The recent emergence of low-cost, user-friendly components is making this new world of design accessible to a broad community. In this course, students will think critically about products already in the marketplace and will be given the tools to create their own designs. A sequence of

hands-on workshops on electronics basics and microcontroller programming will provide the surprisingly minimal level of comfort and background in technology required to produce prototypes of these designs.

Meets Science and Math II-A requirement

A. St. John

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

A. St. John

Prereq. Computer Science 101 with a grade of C or better or permission of instructor; 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

E. Fourquet

Prereq. Computer Science 201; 4 credits

***215f Software Design**

Building large software systems introduces new challenges to software development. Appropriate design decisions early in the development of large software can make a major difference in developing software that is correct and maintainable. In this course, students will learn techniques and tools to help them address these problems and develop larger software projects, improving their skills in designing, writing, debugging, and testing software. Topics include design patterns, UML, designing for maintainability, software architecture, and designing concurrent and fault tolerant systems. Programming intensive.

Meets Science and Math II-A requirement

The department

Prereq. Computer Science 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 parallelism. **This course is programming intensive.**

Meets Science and Math II-A requirement

L. Ballesteros

Prereq. Computer Science 201; 4 credits

***241s Topics: Programming Language Design and Implementation**

Ever wonder why there are so many semicolons in Java programs, or what it would mean for a language to not be object-oriented? In this course, we will explore issues related to the design and implementation of programming languages. Along the way, we will discover answers to these questions and more. Topics will include syntax, semantics, runtime support for languages as well as an introduction to functional programming.

Meets Science and Math II-A requirement

The department

Prereq. Computer Science 211; 4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. soph, permission of instructor; 1-4 credits

311s Theory of Computation

Are there any limits to what computers can do? Does the answer to this question depend on whether you use a PC or a Mac? Is C more powerful than PASCAL? This seminar explores these questions by investigating several models of computation, illustrating the power and limitations of each of these models, and relating them to computational problems and applications. Topics include finite state automata, pushdown automata, grammars, Turing machines, the Universal Turing Machine, and computability.

Meets Science and Math II-A requirement

A. St. John

Prereq. Computer Science 201 and

Mathematics 232; 4 credits

312s Algorithms

How does Mapquest find the best route between two locations? How do computers help to decode the human genome? At the heart of these and other complex computer applications are nontrivial algorithms. While algorithms must be specialized to an application, there are some standard ways of approaching algorithmic problems that tend to be useful in many applications. Among other topics, we will explore graph algorithms, greedy algorithms, divide-and-conquer, dynamic programming, and network flow. We will learn to recognize when to apply each of these strategies as well as to evaluate the expected runtime costs of the algorithms we design.

Meets Science and Math II-A requirement

D. Sheldon

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

E. Fourquet

Prereq. Computer Science 211 and 221; 4

credits

*331s Computer Graphics

The creation of pictorial images using a computer. Topics include drawing of two- and three-dimensional scenes using OpenGL and other graphical environments; transformations of objects (translations, scalings, rotations, shearings) using homogeneous coordinates; creating perspective in three-dimensional drawing; algorithms for enhancing realism and visual effect; and the mathematical underpinnings of graphic design. Students will complete a number of graphics projects based on readings and class discussion. **This course is programming intensive.**

Meets Science and Math II-A requirement

The department

Prereq. Computer Science 201, 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

***341s Topics**

Spring 2014

**341s(1) Programming Language Design and Implementation*

Ever wonder why there are so many semi-colons in Java programs, or what it would mean for a language to not be object-oriented? In this course, we will explore issues related to the design and implementation of programming languages. Along the way, we will discover answers to these questions and more. Topics will include syntax, semantics, runtime support for languages as well as an introduction to functional programming.

Meets Science and Math II-A requirement

The department

Prereq. Computer Science 211; 4 credits

**341s(3) 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,

Mathematics 232 Recommended: Computer

Science 312 Algorithms, Mathematics 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*

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 9).

Declaring the Minor

Each student who wishes to minor in critical social thought shall meet with the program chair, preferably by the end of the second semester of her sophomore year, to discuss her minor interest and to select an advisor from the program faculty. In consultation with her advisor, the student shall shape her minor program around a question of her own design. By the end of her junior year, she shall submit to the program chair a two-page proposal that explains the substantive focus of her minor and lists the courses that count toward it.

A draft of this proposal must be submitted to the program chair for faculty discussion and approval weeks before the end of the first semester of the student's junior year, or four weeks before the end of the second semester of her sophomore year if she plans to be away in the fall of her junior year.

Normally, students will have the opportunity to write their proposals as part of one of the foundational courses, 248, 249, or 250.

Requirements for the Minor

Credits

- At least 16 credits, including three courses at the 200 level or higher and at least one course at the 300 level

Courses

- At least one core course at the 200 level (see above)
- The four courses must cross at least two departments.

For New Students

First-year students who are considering critical social thought as a major are encouraged to select courses, in addition to CST 100, with a critical or philosophical slant at the 100 and 200 level in the traditional disciplines and in other interdisciplinary programs (including, but not limited to, area studies programs, environmental studies, gender studies, and film studies). A small sample of courses appropriate for first-year

students with an interest in CST are the following: Economics 210, Marxian Economic Theory; Educational Studies 109, Whiteness: The Other Side of Racism; Gender Studies 101, Introduction to Gender Studies; Politics 117, Globalization and Its Discontents; Politics 212, Modern Political Thought; Religion 226, Introduction to the Philosophy of Religion. First-year students strongly interested in CST as a major may also apply to the instructors of 200-level courses in CST (CST 248 through CST 255).

First-year students interested in critical social thought are urged, moreover, to arrange a meeting with the program chair, Karen Remmler () and/or the director of advising, Joan Cocks () 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 2013

100f(1) The Self and Political Thought
(First-year seminar; writing-intensive course; Same as Politics 100) What is the relationship between personal experience and political thought? How do political thinkers grasp and convey the connections between self and po-

litical 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(2) Politics of Inequality: Social Movements in the U.S.

(First-year seminar; Same as Latin American Studies 105-01) The course explores comparative racial and ethnic politics in the U.S. during the twentieth century. We will analyze the creation and maintenance of structural inequalities through laws and policies targeted at persons of color in the areas of healthcare, transportation, immigration, labor, racial segregation, and education. Through readings, lectures and films, we will discuss critical histories of community struggle against social inequality, registering the central impact that race, class, gender, sexuality, and citizenship have had on efforts toward social justice.

Meets multicultural requirement; meets Humanities I-B requirement

D. Hernández

Prereq. fy; 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

212s Modern Political Thought

(Same as Politics 212) Through the writings of such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill, we will examine central issues of modern Western political thought. Understanding modernity to entail a turn from political legitimacy based on the will of God to political legitimacy based on the conscious designs of human beings, we will focus on the significance of this turn for questions of sovereign power, the relationship between rulers and ruled, human nature, and the meaning of freedom.

Meets Social Sciences III-A requirement

J. Cocks

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

248s Science, Revolution, and Modernity

(Same as History 248) Introduces critical analysis of science and technology by tracing the historiography of the Scientific Revolution. The significance of this extended intellectual episode has been assessed in radically different ways throughout the intervening centuries. As such, it provides a fertile ground on which to pose and answer important questions about science and its role in society. What does it mean to regard science as 'revolutionary'? How are scientific developments shaped by, and how do they shape, the social, economic, and political worlds in which they are embedded? How is our contemporary understanding of science and technology influenced by the stories we tell about the past?

Meets Humanities I-B requirement

D. Cotter

Prereq. so, jr, or permission of instructor; Gateway course for minor in Conceptual Foundations of Science; 4 credits

250f Nineteenth-Century Critical Social Thought

Fall 2013

250f(1) Introduction to the Philosophy of Religion

(Same as Philosophy 226, 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

250f(2) *An Introduction

(Speaking-intensive course; taught in English; Same as German Studies 231) An introduction to some of the great critical voices of the nineteenth century with emphasis on their relevance for contemporary issues. We will explore the ideas of such mutinous thinkers as Karl Marx Friedrich Nietzsche, Sigmund Freud, Fyodor Dostoyevsky, W.E.B. Du Bois and Franz Kafka focusing on the style as well as the substance of their works and the circumstances that provoked them to write and/or that their writings helped provoke. The course will highlight the tension between appearance and reality, the dialectic of domination and subordination, and the place of reason and irrationality in social life. Case studies of contemporary issues with attention to the impact of 19th century thinkers on critical theory in the 20th and 21st centuries also round out the course.

Meets Humanities I-A requirement

K. Remmler

Prereq. so, jr, sr, or permission of instructor; Students with one or more years of college-level German may opt for German 232, a tutorial in close reading and translation of the German texts related to the material in 231. Students with no previous study of German are encouraged to take German 101 or 103 to complement this course.; 4 credits

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

(Speaking-intensive course; See Psychology 225)

Meets Social Sciences III-A requirement

G. Hornstein

4 credits

252fs *Topics in Critical Social Thought*

Fall 2013

252f(1) *Histories of Performance I*

(Same as Theatre Arts 251-01) 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

C. Mannex

4 credits

Spring 2014

252s(1) *Histories of Performance II*

(Same as Theatre Arts 252) 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

C. Mannex

4 credits

253f Critical Race Theory

(Same as Africana 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 Introduction to Postcolonial Theory**

(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

256f Rethinking (Under)Development in Latin America

When and how did the notion of “development” emerge and spread? Why does nearly every country now aspire to it? What stigmas and hierarchies does the term “under-development” imply? Throughout Latin America, such language proves problematic not only as a material reality but also as a framework for understanding place, time, and selfhood. In this course, students rethink conventional wisdom about “underdevelopment” through

the study of writers, filmmakers, and painters from Latin America working at different historical junctures of the twentieth century.

Meets Humanities I-A requirement

J. Crumbaugh

4 credits

280f Literary Criticism and Theory

(Writing-intensive course; Same as English 280) An introduction to literary and cultural theory with an emphasis on twentieth century and contemporary thought. We will focus on crucial questions that have focused, and continue to focus, critical debate. These questions may include representation, subjectivity, ideology, identity, difference, gender, sexuality, race, ethnicity, and nation.

Throughout we will be particularly interested in the ways in which language and form mediate and construct social experience.

Meets Humanities I-A requirement

N. Alderman

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

391fs Pivotal Political Ideas

Fall 2013

391f(1) The Idea of Conservatism

(Same as Politics 391) This course explores such contested political concepts as democracy, power, nationalism, freedom, identity, alienation, civil society, and the public sphere - as those concepts have been interpreted by diverse currents of political thought. This fall we will examine the idea of conservatism, focusing on the intellectual legacy of Edmund Burke, Leo Strauss, and Ayn Rand, as well as the political writings of contemporary conservatives and the platforms of popular tendencies such as the Tea Party movement.

Meets Social Sciences III-A requirement

J. Cocks

Prereq. jr, sr, 8 credits in department or in critical social thought; 4 credits

Spring 2014

391s(1) The Concept of Power

(Same as Politics 391) This course explores such contested political concepts as democracy, freedom, alienation, civil society, and the public sphere, as those concepts have been interpreted by diverse currents of political thought. We will focus on the concept of power, with special emphasis on the work of three maverick scholars — Michel Foucault, Judith Butler, and James C. Scott — who in different ways have shaken up both conventional and radical thinking on the subject.

Meets Social Sciences III-A requirement

J. Cocks

Prereq. jr, sr, 8 credits in department or in critical social thought; 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

There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

Course Offerings

101f First-Year Connections

This six-week course will provide first-year students with information and strategies that will help them to effectively navigate their first year at Mount Holyoke. Sessions will cover such topics as maximizing your own liberal arts experience; asking constructive questions and creating positive faculty interactions; speaking up in class and improving confidence for presentations; the writing/revising process; connecting to experiential learning opportunities; and managing stress and conflict. Students will set goals for their time at Mount Holyoke, reflect on their current and past experiences, learn about campus resources, and gain skills and knowledge transferable to future semesters.

Does not meet a distribution requirement

B. Packard, G. Sumi

Prereq. fy, and concurrent enrollment in any first-year seminar; Half-semester course; meets between September 9 and October 18; required of those who enroll in any first-year seminar. Credit/No-Credit grading. Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.; 1 credit

105s Speaking from Experience

(Speaking-intensive course) Especially designed for seniors, this speaking-intensive two-credit course will help students reflect on, learn from, and speak about their unique Mount Holyoke experiences as they transition into their next steps after graduation. Using the same techniques that professional actors use to relax, focus their message and connect with their audience, students will improve their ability to communicate with confidence, express themselves authentically and inspire others.

Does not meet a distribution requirement

S. Daniels

Prereq. sr; Half-semester course. Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.; 2 credits

202f 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 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. For current Community Based Learning Fellows only.; Meets Wednesdays, 7-9pm, on: September 18, October 16, November 13, and December 11. 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.; 2 credits

203s 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 concur-

rent 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. Per I; 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.); Meets Wednesdays, 7-9pm, on the following dates in 2014: February 12, March 12, April 2, and April 23.; 2 credits

212s 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 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

A. Martin

Prereq. permission of instructor; Meets second half of the semester only. Remember, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.; 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

The department

Prereq. permission of instructor; Meets for 8-12 hours at the start of the semester & then 1 hr/week. May be repeated once. 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.; 2 credits

Dance

A Five College Department

Mount Holyoke Faculty

Professors Coleman (*FCDD chair*), C. Flachs, R. Flachs (*chair*), Freedman; Assistant Professor Matteson; Lecturer/Musician Jones; Visiting Artists Devi, Madden, M. Sylla, S. Sylla, Trenner, Vega, Weber, Wolfzahn

Five College Faculty

Professors Blum (Smith), Hill (FCDD), Lowell (Hampshire), Nordstrom (Hampshire), Woodson (Amherst); Associate Professor Brown (UMass); Assistant Professors Tome (Smith), Dennis (UMass), Vacanti (UMass), Aiken (Smith), Hauser (Smith); Musicians Arslanian (UMass), Vargas (Smith)

Contact Persons

Joan Perez, *senior administrative assistant*
Rose Flachs, *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, hip hop, tap, jazz, Indian classical dance, contact improvisation, musical theatre, and other forms. Theory courses range from Scientific Foundations of Dance to Studies in Dance History, Analysis of Rhythm and Choreography. This range of courses is further augmented by more than 100 theory and studio courses offered annually through the Five College Dance Department.

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

- 48 credits

Courses

Required courses for the major:

- Dance 171: Studies in 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 255: Dance Pedagogy (4 cr)
 - Dance 261: Dance Education: Methods and Materials (4 cr)
 - Dance 285: Laban Movement Analysis (4 cr)
 - Dance 287: Analysis of Rhythm from a Dancer's Perspective (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 377: Advanced Studies, Special Topics (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.
- Senior Seminar (4 cr)

Each dance major will be involved in a senior project during her final year of study. She should sign up for D390, Senior Seminar (2 credits each semester) for both fall and spring semesters. Senior projects can vary, from choreographic or performance work to research topics.

In some cases, courses from other departments may be substituted for above, with the approval of the chair of the department.

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: Studies in Dance 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.

Teacher Licensure

Students interested in pursuing licensure in the field of dance can combine their course work in dance 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 dance department chair.

Course Offerings

Dance Theory

***101s Introduction to Dance: Dance as an Art Form**

(First-year seminar) 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

T. Freedman

Prereq. fy; 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

***154f Community Crossover**

(Community-Based Learning course) 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

J. Falk

No PE units can be earned via this course.

Instead 4 academic credits.; 4 credits

171s Studies in Dance History

This course is designed to present an overview of dance as a performing art in the twentieth century. Through readings, video and film viewings, guest performances, indi-

vidual research projects, and classroom discussions, students will explore principles and traditions of twentieth-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde experimentation, African American dance forms, jazz dance, and other cultural dance traditions.

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

***261f Dance Education: Methods and Materials**

An overview of the history, philosophy, and developmental curriculum of dance education in the United States. We will cover broader educational learning theories, multiple intelligence theory, Understanding by Design, and the development and

implementation of national standards in dance. This course will help the student develop skills in curriculum development in theory and practice, for elementary and secondary education, and stay current in dance education and advocacy work around the globe. Special topics include working with learners with special needs, dance and social justice, perception of dance and dance education in terms of race, class, and gender.

Meets Humanities I-A requirement

The department

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

305fs Dance Repertory

Fall 2013

305f(1) 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

Prereq. By audition; 2 credits

305f(2) Modern Repertory

This course is designed for advanced students interested in performing. The work developed, the Ohad Naharin Project, will be performed on the fall Faculty Concert.

J. Coleman

Prereq. By audition; 2 credits

305f(3) Ballet Repertory

This course is designed for advanced students interested in performing. The work developed will be performed on the fall Faculty Concert.

T. Wang

Prereq. By audition; 2 credits

***309f Dance Repertory**

This course is designed for intermediate- to advanced-level dance students who wish to study classical ballet variations. The course examines the evolution of classical ballet choreography and compares and contrasts the many revivals and remakes of classical full-length productions. Students will learn variations from *Swan Lake*, *Giselle*, and *Cinderella*. Requirements outside of the classroom include viewing videotapes, researching choreography, and attending live performances. Pointe shoes are optional.

Meets Humanities I-A requirement

R. Flachs

4 credits

***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 visualization as our inspiration. Emphasis will be placed on odd and mixed meters and rhythmic accuracy. Students will contribute both movement and musical material. Class time will be run like a professional rehearsal. Outside work will focus on musical research, choreography, and music notation. This suite will be performed at Blanchard Campus Center at a date to be determined.

Meets Humanities I-A requirement

P. Jones

Prereq. Dance 287; 4 credits

***390fs Senior Capstone Seminar**

Each dance major will be expected to be involved in a senior project during her final year of study. She should sign up for D390, for both fall and spring semesters. Senior projects can vary, from choreographic or performance work to research topics.

Does not meet a distribution requirement

R. Flachs, C. Flachs

Prereq. Senior; 2 credits

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

***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

113fs 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. Maher, The department

2 credits

114s Advanced Beginning Modern

Advanced beginning modern technique. The course will concentrate on aspects of strength, flexibility, and anatomical integration in order to improve technical skills. Improvisation as well as various body therapies will be included in the class format.

Does not meet a distribution requirement

T. Freedman

2 credits

119s Beginning Contact Improvisation

Contact improvisation is a duet movement form that explores communicating through the language of touch, momentum, and weight. Classes will develop simple solo and duet skills - rolling, falling, balance, counter-balance, jumping, weight sharing, and spirals.

Does not meet a distribution requirement

F. Wolfzahn

2 credits

120f Beginning Ballet

Students will be taught the basic movements and fundamentals of classical dance. The movements will be taught in a pure form, at a relaxed pace before proceeding to more complex combinations. Ballet I sets the groundwork for the musicality of the ballet lesson.

Does not meet a distribution requirement

R. Flachs

2 credits

121s Advanced Beginning Ballet

A continuation of the knowledge gained in Ballet I. The class will emphasize maintaining correct body placement, coordination of the arms and head while using the whole body for dance. Curriculum covered will include the small and big classical poses and an increase in the allegro portion of the class.

Does not meet a distribution requirement

The department

2 credits

127f Renaissance and Baroque Dance I (See Music 147D)

Does not meet a distribution requirement

N. Monahin, M. Pash

1 credit

128s Renaissance and Baroque Dance II (See Music 147)

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

***137s 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

1 credit

141fs West African Drumming for Dance

Using authentic African drums, students will learn to play the various rhythms that accompany the dances taught in the West African dance class.

Does not meet a distribution requirement

S. Sylla

No PE credit. Drums will be provided by the instructor. Drummers are encouraged to play for the Dance 142 class following this class, if they are they are not also enrolled in it.; 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

2 credits

149f Salsa

Weekly dance lessons to familiarize the students with beginning and intermediate steps of the New York mambo style of salsa. These dance classes cultivate qualities of Afro-Caribbean performance such as polyrhythmic musicality, expressivity, improvisation, and communication between partners. No previous dance experience is required.

Does not meet a distribution requirement

D. Trenner

1 credit

212f Partnering (Intermediate)

This course offers tools to generate trust-oriented, intricate, three-dimensional partnering. As a safe and supportive ensemble, students will enter into physical investigations of weight sharing, body-part manipulations, off-balance support, lifting and being lifted, negative space, resistance, and various ways of harnessing forces of momentum. Duets, trios, and groups will collaboratively create set partner dances using a series of construction/reconstruction steps challenging technical range while honoring idiosyncrasy. There will be repeated opportunities in the last part of class to perform.

Does not meet a distribution requirement

P. Matteson

Prereq. Designed for students with some prior dance experience.; 2 credits

216fs Intermediate Modern

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

Does not meet a distribution requirement

P. Matteson

2 credits

217s Sourcing, Improvising, Composing

This course will focus on the development of improvisational dance skills and the way these inform choreographic sourcing strategies. Classes will begin with improvisational movement explorations that emphasize shifting between the comfortable/familiar and the new/unknown. Students will then collaboratively build movement choreographies using compositional methods that draw from the improvisations. There will be repeated opportunities in the last part of class to perform this material from different points of view.

Does not meet a distribution requirement

P. Matteson

Prereq. A college dance course or permission of instructor.; 2 credits

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

2 credits

227f Ballet IV: Pointe

This course will focus on intermediate-to-advanced pointe technique. Class will begin with a condensed barre and center, devoting the last hour to pointe work. Concentration will be placed on strengthening the foot and ankle and the development of artistry within the technique.

Does not meet a distribution requirement

M. Madden

Prereq. Intermediate pointe technique level required; 1 credit

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

Audition at first class.; 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

237s 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.

D. Vega

2 credits

238s Musical Theatre/Intermediate Jazz

This class is for the intermediate- to advanced-level dance student. It is designed to challenge and further develop jazz technique and performance quality, while also teaching students about individual styles of well-known jazz and musical theatre choreographers. Students will need both flat dance shoes and character shoes, and at least an intermediate level of dance technique. There will be a potential audition process to be in this class, therefore students should have a back-up class chosen in case they are not ready for an intermediate-level class.

Does not meet a distribution requirement

D. Vega

Prereq. intermediate-level dance ability; 2 credits

318fs 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. Matteson

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

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

Prereq. advanced placement; 2 credits

***337s Advanced Tap**

In this advanced class, students will focus on continued development of technical skills, understanding basic jazz music forms, developing a vocabulary of 'trick' or 'flash' steps, and gaining a historical perspective on tap dance. Class will include periodic video showings and lecture/demonstrations regarding tap dance history and styles.

Does not meet a distribution requirement

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, Miller, Katherine Schmeiser, 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 140, 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 Economics (110), which is the prerequisite for intermediate-level courses. There are a number of 200-level courses that can be taken as a first course in economics, though these courses are not open to first-semester students without previous economics experience.

Other

- Majors are encouraged to undertake independent study and research projects under faculty supervision (394f and 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 comparative economic systems, economic development, economic history, economics of corporate finance, economics of race, environmental economics, health economics, history of economic thought, economics of

cyberspace, industrial organization, international economics, labor economics, money and banking, and public finance.

Requirements for the Minor

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

Credits

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

Introductory Courses

Students may begin the study of economics with Introductory Economics (110). Students should consult the department chair before selecting courses if they received a 4 or 5 on one or both of the advanced placement exams in economics, took "A-levels," or took the International Baccalaureate in economics. The department offers placement exams for those students who have previously covered introductory micro- and macroeconomics.

Course Offerings

100-Level Courses

100s Introductory Economics Topics Courses: Global Economy

(First-year seminar) Globalization has become a household word. This course introduces students to the economic forces that have led to an ongoing integration of economies worldwide over past centuries. We will examine both benefits and costs that have resulted from this development. Topics will include global economic issues and developments, such as the recent financial crisis, income and wealth inequality, environmental degradation, and market integration in North America and Europe See <https://www.mtholyoke.edu/courses/jchristi/econ100/homepage.html> for a more detailed description.

Meets Social Sciences III-A requirement
J. Christiansen
4 credits

110fs Introductory Economics

Introduction to economic issues and the tools that economists use to study those issues: supply and demand, decision making by consumers and firms, market failures, economic output and growth, fiscal and monetary policy in relation to unemployment and inflation, and international economics. Topics include both the study of markets and the need for public policy/government action to address market failures.

Meets Social Sciences III-A requirement

S. Gabriel, L. Wilson, J. Hartley, A. Miller, M. Robinson
4 credits

200-Level Courses Without Prerequisites

These courses are open to all students (excluding first-semester students). They are designed to give students from other disciplines access to specialized courses in economics without taking Introductory Economics.

203s Environmental Economics

Application of economic analysis to environmental issues. Topics include: relationships between growth, development, and the environment; effects of externalities on market outcomes; market and nonmarket solutions to environmental problems; cost-benefit and risk-benefit analysis; efficient and equitable use of depletable and nondepletable natural resources.

Meets Social Sciences III-A requirement

J. Christiansen

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

205s Women in the Economy: Women in Business

This course explores a number of economic issues relevant to women in the economy and an introduction to the economic concepts and analytical tools necessary to understand those issues. We will pay particular attention to the issues faced by professional women and women in business. We will examine issues of gender equality and discrimination, the interaction between family roles and work, and the challenges faced by women in running large organizations.

Meets Social Sciences III-A requirement

M. Robinson

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

208s Development and Transition in China

This course first explores institutional changes reshaping the Chinese economy and larger society over the past three and a half decades and then focuses on the interplay of current structures of the economy with non-economic (political, cultural, and environmental) processes in generating rapid economic growth and relative macroeconomic stability. Recent reforms in financial institutions and financial relationships, as a nexus in the transformation and globalization of the Chinese economy, will receive special attention and serve as the entry point into an analysis of the potential for future economic/financial crises.

Meets multicultural requirement; meets Social Sciences III-A requirement

S. Gabriel

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 different macroeconomic models, consumption, investment, government spending, net exports, money supply, and money demand. Examination of fiscal and monetary policy and U.S. economic relations with the rest of the world.

Meets Social Sciences III-A requirement

J. Christiansen, J. Hartley

Prereq. Economics 103 or 104 or 110; Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course. The department does not recommend taking this as the first course in Economics.; 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 im-

plications of the price system for resource allocation and economic welfare.

Meets Social Sciences III-A requirement

A. Miller, K. Schmeiser

Prereq. Economics 103 or 104 or 110 and Mathematics 101; Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course. The department does not recommend taking this as the first course in Economics.; 4 credits

213s 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 or 104 or 110; 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 or 104 or 110; 4 credits

218f 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 or 104 or 110; 4 credits

220fs Introduction to Econometrics

A study of statistical methods applied to economic and social data. Measures of central tendency and dispersion, point and interval estimation, hypothesis testing, simple correlation, and simple and multiple regression analysis.

Does not meet a distribution requirement

M. Robinson, S. Adelman

Prereq. Economics 103 or 104 or 110 and Mathematics 101; Not open to students who have taken college-level statistics, including IB courses with a statistics component.; 4 credits

300-Level Seminars

307f 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

310s Public Finance Seminar

This course provides an overview of the ways in which government policies on taxation and spending affect outcomes for individuals (e.g., poverty, health, income) and for society (e.g., inequality, social mobility, economic growth). Topics will include the theory of taxation, public goods, and externalities. Students will apply these theories to current policy debates. Possible applications include

healthcare, education, TANF, unemployment insurance, and Social Security.

Does not meet a distribution requirement

A. Miller

Prereq. Economics 211, 212; 4 credits

312s Seminar in International Economics

Examines current events in international trade. The emphasis of this course is on current trade policy debates in the World Trade Organization agenda. It investigates topics such as the expansion of regional trade agreements, environmental and labor standards, the Trade-Related Aspects of Intellectual Property Rights (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; 4 credits

314s Economic Development in the Age of Globalization

(Speaking- and writing-intensive course) We analyze the challenges and opportunities of globalization for the prospects of economic development in latecomers. We study the debates among orthodox and heterodox economists about the development impact of international trade, foreign direct investment and the globalization of production chains, financial capital flows, and the structure of global governance in these areas. We explore how the rise of China impacts other developing countries. We include case studies, debates and simulations.

Meets multicultural requirement; does not meet a distribution requirement

E. Paus

Prereq. jr, sr with Economics 213 and either 211 or 218; permission of instructor; 4 credits

315s 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

320f Econometrics

A study of advanced statistical methods in quantifying economic theory. Emphasis on the practical application of regression analysis to test economic theory, especially where the assumptions underlying ordinary least squares analysis are violated. Examines several different subjects that illustrate empirical economic research.

Does not meet a distribution requirement

A. Miller

Prereq. jr, sr, Economics 211, 212, 220; 4 credits

335s Advanced Corporate Finance

This course allows students who have taken Corporate Finance (Economics 215) to pursue more advanced topics in the field. Among the topics to be covered are hedging, options and derivatives, agency theory, behavioral finance, costs of financial distress, asset pricing for state-owned enterprises, and theories of corporate control and regulation. See <http://www.mtholyoke.edu/courses/sgabriel/335.htm> for a more detailed description.

Does not meet a distribution requirement

S. Gabriel

Prereq. Economics 215. Economics 220 is also recommended, but not required.; 4 credits

338f 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

345f 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

347f Political Economy of G20

This seminar looks at both recent and potential future economic and political developments in the G-20, comprising nineteen of the world's most important economies plus the European Union. Together these countries represent roughly two-thirds of the world's population, eighty percent of international trade, and ninety percent of global GDP. This international body has taken on a new prominence that will shape the debates over the direction the global economy should take in the coming decades. We shall focus on these debates, on the comparative economic performance of the countries involved, and on the challenges that increasing financial instability, socioeconomic inequality, and ecological degradation present for global governance.

Meets Social Sciences III-A requirement

J. Christiansen

Prereq. Economics 211; 4 credits

349s Advanced Topics in Economics: Game Theory

The course will illustrate and analyze the strategies used in making interrelated decisions. We will develop game theoretical tools and apply them to examples from economics, business, politics, and even sports. Topics include the prisoner's dilemma, signaling, coordination, voting, and competition. We analyze games in static and dynamic environments with perfect and imperfect information.

Does not meet a distribution requirement

S. Schmeiser

Prereq. Economics 211 and 212; 4 credits

394f Senior Seminar for Thesis Students

This course guides thesis students through the thesis process. We will discuss how to do economic research, how to do a research pro-

posal, and how to write a literature review. Students will then complete a proposal and write their own review. Over the course of the semester, they will be matched with advisors in the department and will complete their theses in a section of Economics 395 with their advisor in the spring.

Does not meet a distribution requirement

M. Robinson

Prereq. sr, Economics 211 and 212; 4 credits; Thesis students are expected to enroll in this course to begin their thesis. However, we will continue to allow two semesters of 395 to constitute a thesis if appropriate.

Independent Research

We strongly encourage students to pursue independent research under Economics 295 or 395. These courses, which are offered for a variable number of credits, provide opportunities for many different kinds of independent projects. Both 295 and 395 typically encompass a small research project, possibly in conjunction with faculty research.

A student works individually on her thesis over a two-semester period, first by registering for Economics 394, the senior seminar, in the fall and then by finishing with 395 in the spring (4 credits in each semester) for a total of 8 credits. Each thesis is supervised by a committee of two faculty members, one of whom serves as the primary advisor.

A one-semester 395 project may not be counted toward the courses required for the major or minor at the 300 level. For a two-semester 394-395 project, culminating in a thesis, the second semester may count toward this requirement.

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. soph, jr, sr, and permission of department; 1-4 credits

394f Senior Seminar for Thesis Students

This course guides thesis students through the thesis process. We will discuss how to do economic research, how to do a research proposal, and how to write a literature review. Students will then complete a proposal and

write their own review. Over the course of the semester, they will be matched with advisors in the department and will complete their theses in a section of Economics 395 with their advisor in the spring.

Does not meet a distribution requirement

M. Robinson

Prereq. sr, Economics 211 and 212; Thesis students are expected to enroll in this course to begin their thesis. However, we will continue to allow two semesters of 395 to constitute a thesis if appropriate.; 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, *chair*); Associate Professors Arnold (classics), McKeever (sociology and anthropology), Smith (politics), Wilson (economics); Assistant Professor Reilly (psychology and education); Senior Lecturer Allen (physical education and athletics); Lecturer Glasser (English).

Contact Persons

Sandra M. Lawrence, *chair*

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

*215f Ideas and Ideals in Public Education

Using an interdisciplinary framework, this course will examine the social, historical, legal, philosophical, economic, and political foundations of education in the United States. It is designed to engage students in an examination of the enduring questions, debates, and tensions that revolve around the institution of schooling in the U.S. Topics covered will include an examination of political ideologies that have informed past and current education reform movements, an historical perspective on access to education, and an analysis of trends in funding of public education, among others.

Meets Social Sciences III-A requirement

L. Reilly

4 credits

232f Behavior Problems during the Preschool Years

(Same as Psychology 232) What role does the preschool classroom play in supporting social and emotional readiness for elementary school, particularly for those children entering preschool with behavior challenges? Early difficulties in peer relationships and with emotional and behavioral self-regulation interfere with learning and can set the stage for additional problems later in development.

This course will provide an overview of child development as a foundation for studying behavior problems that present during the preschool years. The course will also focus on characteristics of early childhood classrooms and experiences that promote more adaptive functioning in classroom settings.

Meets Social Sciences III-A requirement

E. Blackburn

Prereq. 100-level course in psychology; this course also counts in the Personality/Abnormal area; 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

M. Allen

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 dur-

ing 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, D. Allen, 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: Professors Benfey (on leave 2013–2014), Demas, Hill, Lemly (on leave 2013–2014), V. Martin, Shaw, Weber (*chair*), Young; Associate Professors Alderman, A. Martin (on leave spring 2014); Five College Associate Professor Harris; Assistant Professors Day, Rodgers, Roychoudhury, Singer (on leave fall 2013), Yu; Senior Lecturer Sutherland (on leave 2013–2014); Lecturer Glasser; Visiting Professors Holder, Pemberton; Visiting Associate Professor Albarelli; Visiting Assistant Professors Bergoffen, Osborn, Pyke; Visiting Senior Lecturer Manegold; Visiting Lecturer London.

Contact Persons

Cynthia Meehan, *senior administrative assistant*

Donald Weber, *chair*

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

- English 200, Introduction to the Study of Literature
- Two courses in literature written in English before 1700, at either the 200 or 300 level (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 completion of the English major or minor.
- English 295/395, Independent Study, does not count toward the completion of the English major or minor.

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

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

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

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

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

Other

- At least one course at each level should be taken at Mount Holyoke. The choice of courses is at the discretion of the student, with no departmental approval required. Members of the department are, of course, available for consultation about possible minor programs. The approval of the chair is necessary for any exception to the requirements.
- English 295/395, Independent Study, does not count toward the completion of the English major or minor.

Teacher Licensure

Students interested in pursuing licensure in the field of English can combine their course work in English with a minor in education. In some instances course work in the major may coincide with course work required for licensure. For specific course requirements for licensure within the major of English, please consult the chair of the English Department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the Department of Psychology and Education. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of English and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Writing

The department offers two courses particularly intended for first-year students: 101 and 200, taught in multiple sections every fall and spring. English 101, a writing-intensive first-year seminar on various 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 courses such as Journalism (202), Short Story Writing (203), Verse Writing (204), Playwriting (205), Expository Prose (206).

Course Offerings

101fs Seminar in Reading, Writing, and Reasoning

Though sections of English 101 differ in specific content, all develop the skills of careful reading and effective writing essential to the liberal arts and sciences. Students will write frequently and have an opportunity to revise their work. By active participation in class discussion, students will develop their speaking skills and learn to ask critical questions, formulate answers, and frame persuasive arguments. Students who do not take the course in the fall should consider enrolling in the spring. Like other first-year seminars, English 101 is intended primarily for students at the start of their college career.

Fall 2013

101f(1) U.S. Multiethnic Literatures:

Refracting America

(First-year seminar; writing-intensive course) This course examines African American, Asian American, Chicana/o-Latina/o, and Native American literature and cultural politics. Examining the historical intersection of race, gender, and sexuality, we will explore themes of cultural identity, segregation and community formation, citizenship, labor, class, and family. Authors may include Toni Morrison, Danzy Senna, Josefina López, Sherman Alexie, Junot Díaz, Jhumpa Lahiri, and Joy Kogawa.

Meets multicultural requirement; meets Humanities I-A requirement

I. Day

Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.; 4 credits

101f(2) U.S. Multiethnic Literatures:

Refracting America

(First-year seminar; writing-intensive course)

This course examines African American, Asian American, Chicana/o-Latina/o, and Native American literature and cultural politics. Examining the historical intersection of race, gender, and sexuality, we will explore themes of cultural identity, segregation and community formation, citizenship, labor, class, and family. Authors may include Toni Morrison, Danzy Senna, Josefina López, Sherman Alexie, Junot Díaz, Jhumpa Lahiri, and Joy Kogawa.

Meets multicultural requirement; meets

Humanities I-A requirement

I. Day

Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.; 4 credits

101f(3) 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(4) 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(5) 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 who they are, both as individuals and as writers.

Meets Humanities I-A requirement

K. Osborn

Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.; 4 credits

101f(6) 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 who they are, both as individuals and as writers.

Meets Humanities I-A requirement

K. Osborn

Prereq. Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.; 4 credits

101f(7) Sherlock Holmes

(First-year seminar; writing-intensive course)

From Victorian periodicals to blockbuster

movies and steampunk, Sherlock Holmes has remained current. Nineteenth-century detective literature was popular entertainment at the same time that it took on the anxieties and hopes of its historical moment, including those around capital, otherness, authority, and theories of knowledge. We will focus on Arthur Conan Doyle and the nineteenth century, with tangents to influences and after-lives.

Meets Humanities I-A requirement

J. Pyke

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

101f(8) *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(9) *Multicultural Families*

(First-year seminar; writing-intensive course)

This course examines the various ways the multicultural family in contemporary American, British, European, and South African culture is imagined by writers and filmmakers. Issues to be explored include: generational conflict, the struggle to "break away," and the claims of memory and nostalgia. Above all, the course seeks to explore the range of cultural forms in which these themes find expression.

Meets multicultural requirement; meets

Humanities I-A requirement

D. Weber

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

101f(10) *Crossings in Multiethnic America*

(First-year seminar; writing-intensive course)

This course uses "crossings" to consider how ethnic and racial identities have been understood, represented, and theorized in America. One goal will be to use this lens to examine works of multiethnic literature that address immigration, adaptation, ethnic multiplicity, passing, and ethnic tension. Another goal will be to examine how these texts engage with others regarding multiethnic experience.

Close attention will be paid to issues of language, style and form. Readings will include texts by Abraham Cahan, Pauline Hopkins, Richard Rodriguez, Sui Sin Far, Nella Larsen, Philip Roth, and Anna Devereaux Smith.

Meets multicultural requirement; meets

Humanities I-A requirement

W. Bergoffen

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

Spring 2014

101s(1) *Sherlock Holmes*

(First-year seminar; writing-intensive course)

From Victorian periodicals to blockbuster movies and steampunk, Sherlock Holmes has remained current. Nineteenth-century detective literature was popular entertainment at the same time that it took on the anxieties and hopes of its historical moment, including those around capital, otherness, authority, and theories of knowledge. We will focus on Arthur Conan Doyle and the nineteenth century, with tangents to influences and after-lives.

Meets Humanities I-A requirement

J. Pyke

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

101s(2) *Cyberpunk Grrrls: Women and the Digital Age*

(First-year seminar; speaking- and writing-intensive course)

For several decades now, journalists, artists, and scholars have attempted to articulate the ways the Internet and digital culture has transformed how we live and think. Examining novels, movies, blogs, and other digital media, we will con-

sider how the digital age shapes our understandings of gender and sexuality and how notions of femininity might help us define “being digital.” As we develop reading and writing skills, we will also experiment in groups with new digital tools such as distant reading, advanced searching, and media remixing. Topics may include the Internet and brain science, avatars and fembots, virtual relationships, as well as cyber-bullying, hacking, and networking.

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(3) Crossings in Multiethnic America
(First-year seminar; writing-intensive course)

This course uses “crossings” to consider how ethnic and racial identities have been understood, represented, and theorized in America. One goal will be to use this lens to examine works of multiethnic literature that address immigration, adaptation, ethnic multiplicity, passing, and ethnic tension. Another goal will be to examine how these texts engage with others regarding multiethnic experience.

Close attention will be paid to issues of language, style and form. Readings will include texts by Abraham Cahan, Pauline Hopkins, Richard Rodriguez, Sui Sin Far, Nella Larsen, Philip Roth, and Anna Deveare Smith.

Meets multicultural requirement; meets Humanities I-A requirement

W. Bergoffen

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

103f Academic Discourse and Multilingual Speakers

Course readings and writing assignments guide students through an examination of topics related to society and culture.

(Writing-intensive course) In this course we to seek to achieve clarity and precision of expression within a discussion of complex questions. Past semesters’ topics include: the role of education in society; the relationship between religion, culture, and nature; and the use of maps in ordering the world. In addition to the academic content, the course fo-

cuses on the writing and revising process, academic research and argumentation, and the nature and purpose of academic discourse. This course is intended for students whose native language is not English and who would like to refine their writing and speaking skills. Although it is the first in a two-course sequence (103-104), multilingual students who have already taken English 104 may register.

Does not meet a distribution requirement

M. Shea

4 credits

104s Academic Discourse and Multilingual Speakers

Course readings and writing assignments guide students through an examination of topics related to society and culture.

(Writing-intensive course) In this course we to seek to achieve clarity and precision of expression within a discussion of a complex topic. Course readings and writing assignments guide students through an examination of topics related to society and culture. Past semesters’ topics include: the role of education in society; the relationship between religion, culture, and nature; and the use of maps in ordering the world. In addition to the academic content, the course focuses on the writing and revising process, academic research and argumentation, and the nature and purpose of academic discourse. This course is intended for students whose native language is not English and who would like to refine their writing and speaking skills.

Does not meet a distribution requirement

M. Shea

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

S. London, S. Roychoudhury, A. Rodgers, E. Young, N. Alderman, I. Day, E. Hill, R. Shaw, W. Yu

4 credits

Writing Courses: Prose and Poetry

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, S. London, D. Albarelli

Prereq. so,jr,sr 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 with a particular view to some of the profession's failings and foibles. Students are expected to leave the comfortable confines of the classroom as they try their hand at covering an event, writing a profile, and reporting on an issue of local significance. Throughout the term we will employ the journalistic skills of interviewing, research, and thoughtful analysis to produce snapshots of the world inside and outside the College gates. Curiosity leads. Mastery follows.

Does not meet a distribution requirement

C. Manegold, L. Parnass

Prereq. so,jr,sr 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

Prereq. so, 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

R. Shaw

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

206fs Expository Prose

Fall 2013

206f(1) *The History of the Essay*

(Writing-intensive course) Since the seventeenth century, prose stylists have written essays to examine, analyze, argue, and satirize. In this course we will follow the evolution of the essay, including the development of the sentence, prose rhythms, and grammatical patterns. We'll examine how the essay develops and changes, beginning with Francis Bacon and ending with contemporaries such as David Foster Wallace and Barry Lopez. Students will master the form by writing their own essays. This course includes extensive feedback on student writing and is intended to address the writing needs of students from all disciplines. Readings include essays by John Donne, Jonathan Swift, Samuel Johnson, Henry David Thoreau, Vir-

ginia Woolf, George Orwell, Martin Luther King, Adrienne Rich, Jamaica Kincaid, and others.

Meets Humanities I-A requirement

K. Osborn

Prereq. English 101 or so, jr, sr or permission of the instructor; 4 credits

Spring 2014

206s(1) Making the Argument

(Writing-intensive course) Societies evolve through the exchange of information and ideas. This course explores that exchange as it occurs in contemporary opinion (or op-ed) pieces. Though we begin with Aristotle, most readings will come from the debates of our time. Our aim is to include divergent opinions on a wide array of subjects. Students will team up for close readings, exploring issues of evidence, structure and style. Extensive independent research and considerable rewriting required. This course is intended for students in all disciplines who seek mastery as prose stylists confronting the contentious issues of the day.

Meets Humanities I-A requirement

C. Manegold

Prereq. 101 or so, jr, sr or permission of the instructor; 4 credits

300f Writing Historical Fiction

(Writing-intensive course) Does historical fiction offer readers something history books cannot? What obligation does the writer of historical fiction have to the verifiable facts of the past? Is history a place we can visit, or is it a living force, defining the present? Isn't there a sense in which all fiction is historical fiction? In this course we'll consider these and other questions as we read and write historical fiction. We'll go out with our shovels and teaspoons to dig in the past, unearthing the psychological atmosphere, the gossip, the voices, and the important lies that will show us the way to breathe new life into the cold, dead facts of history.

Meets Humanities I-A requirement

V. Martin

Prereq. jr, sr, English 203, and permission of instructor; online application required; meets English department seminar requirement; 4 credits

301fs Studies in Journalism

Fall 2013

301f(1) Narrative Nonfiction

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

Meets Humanities I-A requirement

C. Manegold

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

Spring 2014

301s(1) 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

303s Short Story Writing II

(Writing-intensive course) This workshop is for students seriously engaged in writing short stories. Students will refine their technical skills and work on the subtleties of style. Extensive readings are required.

Meets Humanities I-A requirement

C. Demas

Prereq. jr, sr, 8 credits in department beyond English 101, including 203 or equivalent, submitted writing sample, and permission of instructor; meets English department seminar requirement; 4 credits

304s Verse Writing II

(Writing-intensive course) In this workshop students will generate new poems, working in both free verse and traditional forms. Emphasis will be given to honing elements of craft, to developing one's "voice," and to the all-important process of revision. Readings will include books by contemporary poets, with workshops devoted to critiquing student work and discussing the poems of established writers.

Meets Humanities I-A requirement

S. London

Prereq. jr, sr, 8 credits in department beyond English 101, including 204, 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

309s Crafting the Novel

(Writing-intensive course) If you've ever sunk deeply into the rich world of a novel, you know the rewards this genre offers. This workshop will examine the challenges the novel places on writers, including the development of a longer and more complex plot. Elements of craft will include: characterization, point of view, scene development, research (especially as related to setting), plot,

and narrative structure. Students will complete the opening pages of a novel and a plot synopsis. Extensive reading is required, as well as critiques of student work.

Meets Humanities I-A requirement

K. Osborn

Prereq. Jr, sr, 8 credits in department beyond English 101, including English 203 or another fiction writing class, as well as permission of instructor - forms available in the English department office; meets English department seminar requirement; 4 credits

Intermediate Literature Courses

210s 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

E. Hill

Prereq. so, jr, sr or permission of instructor; meets English department pre-1700 requirement; 4 credits

211fs Shakespeare

(Same as Theatre Arts 281) A study of some of Shakespeare's plays emphasizing the poetic and dramatic aspects of his art, with attention to the historical context and close, careful reading of the language. Eight or nine plays.

Meets Humanities I-A requirement

S. Roychoudhury, A. Rodgers

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

213f The Literature of the Later Middle Ages

(Speaking- and writing-intensive course) This course will examine a variety of English works and genres written in the thirteenth through fifteenth centuries. Our concentration will be principally on the *Gawain*-poet, Chaucer, Langland, Margery Kempe, and Ly-

dgate. Most of our readings are in Middle English.

Meets Humanities I-A requirement

W. Yu

Prereq. so, jr, sr, English 200; meets English department pre-1700 requirement; 4 credits

214s Topics in Medieval Studies: Love and Reason in Medieval Romance

(Writing-intensive course) Arthurian legend conjures enduring stereotypes of chivalry and romantic love, but how do we go about situating medieval romance in literary history? Where does it come from, why was it written, who read it, and how did it change over time? In this course, students will learn about romance's historical and social contexts, its form, tropes, and imagery. We will think about romance's contemplation of justice, loyalty, subjectivity, love, and shame, especially as this body of literature grapples with the conflicts that arise between the mortal and divine. Course readings will include works by Marie de France, Chrétien de Troyes, Chaucer, Lydgate, and Spenser. We will read in Middle English where possible.

Meets Humanities I-A requirement

W. Yu

Prereq. English 200; English 210, 213, or permission from instructor; meets English department pre-1700 requirement; 4 credits

215f Early Chaucer

(Speaking- and writing-intensive course) We will examine Chaucer's explorations of love, human will, and various conceptions of closure (in literary terms, the efficacy of complaint, the work of poetic endings, and the poet's accomplishments). These topics will be studied in light of Chaucer's ranging literary influences, especially his assimilation and renovation of classical poetry, French and Italian vernacular verse, romance, saints' lives, allegory, and beast fables. All readings are in Middle English, consisting of a selection of Chaucer's short poems and his major works prior to *The Canterbury Tales*.

Meets Humanities I-A requirement

W. Yu

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: Crisis and Creation: The Victorian Period

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 section examines the major ideas, shifts, expansions, and disruptions of the Victorian period. We will discuss prose, poetry, fiction, and art to understand how these forms engage with movements in voting rights, industry, living conditions, money, gender, definitions of class, and imperialist expansion. Writers may include Arnold, Carlyle, Martineau, Mill, Eliot, Dickens, Bronte, W. Collins, Browning, Rossetti, Hopkins, and many others, as well as painters and current readings in criticism and theory.

Meets Humanities I-A requirement

J. Pyke

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

***235f Modern British Poetry**

This introduction to modern British poetry pays special attention to the emergence, consolidation, and dismantling of modernist poetry and poetics. It will link this literary history with, amongst other things, the loss of faith, the two world wars, and the relationship between monumental aesthetics, utopian poetics, and totalitarian politics. Writers will include Hardy, Yeats, Eliot, H.D., and Auden.

Meets Humanities I-A requirement

N. Alderman

Prereq. so,jr,sr; or English 200; 4 credits

***238s Modern Irish Literature**

This survey course will introduce students to literature of modern Ireland beginning with Swift and ending with writers of the Irish literary revival and Irish modernists. The syl-

labus will also focus on Irish women writers and their literary interventions concerning colonial history, nationalism, and Unionism. We will pay particular attention to representations of ideas of Irishness through the categories of religion, race, gender, and culture. The course encourages students to think about how the genres, styles, and forms of Irish writing are determined by the experience of colonial trauma and the imperative to imagine national identity.

Meets Humanities I-A requirement

A. Martin

Prereq. so, jr, sr or permission of instructor; meets the English Department 1700-1900 requirement; 4 credits

239f Contemporary British and Irish Poetry

An introduction to the most important poetic figures, movements, and backgrounds in contemporary British and Irish poetry, with an especial interest in poetry as a contested domain in which, and through which, poets wrestle new social content into poetic form. Poets may include Philip Larkin, Geoffrey Hill, Seamus Heaney, Denise Riley, Paul Muldoon, Grace Nichols, and Carol Ann Duffy.

Meets Humanities I-A requirement

N. Alderman

Prereq. so, jr, or sr, English 200 or permission of instructor; 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. so, jr, sr 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

242s Topics in American Literature: The American Essay

Throughout America's history, the essay has been a vital literary genre. From personal, religious, and confessional essays to highly political, satirical, and sometimes preposterous ones, American authors have revealed their passions and hatreds both eloquently and roughly. We will read essays from the eighteenth century to the present, concentrating on masters of the form. Authors include Ralph Waldo Emerson, Mark Twain, Henry James, James Baldwin, Joan Didion, Gore Vidal, and E. B. White.

Meets Humanities I-A requirement

G. Pemberton

Prereq. so, jr, sr and, with permission of instructor, second-semester fy; 4 credits

245s 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 I

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. so, jr, sr second-semester fy with permission of instructor; meets English Department's 1700-1900 requirement; 4 credits

251s African American Literature II

This course will examine the major African American 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 Koumankya, 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. so, jr, sr or permission of instructor; 4 credits

256s Transnational Literature

Surveys the growing body of literature termed "transnational," with special focus on the theme of memory. How is culture defined by how we remember? What separates private and public histories? What role does temporality play in narratives extending across geographic regions? Reading novels, memoirs, short stories, and poems from the last half-century, we will consider themes of nostalgia, trauma, cognition, repression, archaeology, and myth in the contexts of colonialism, cosmopolitanism, migration, and diaspora. Authors include Nabokov, Rushdie, Ishiguro, and Ondaatje, among others.

Meets multicultural requirement; meets Humanities I-A requirement
S. Roychoudhury

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

265f Children's Literature: 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.

Does not meet a distribution requirement
L. Reilly

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

271s Women Writers: Twentieth-Century American Women Writers

(Same as Gender Studies 204) This course examines the work of a variety of twentieth-century women writers located in the United States, focusing on the genre of prose fiction

and the themes of gender, race, and sexuality. Particular attention will be paid to developments in African American women's writing, to Southern writers, and lesbian literary representation. Writers may include Gwendolyn Brooks, Willa Cather, Kate Chopin, Zora Neale Hurston, Nella Larsen, Carson McCullers, Flannery O'Connor, Gertrude Stein, Alice Walker, Edith Wharton, and Hisaye Yamamoto.

Meets Humanities I-A requirement

E. Young

Prereq. soph, jr, sr; English 240, 241, or 270 recommended; 2 meetings (75 minutes); enrollment may be limited; 4 credits

274f Introduction to Asian American Literature

This course introduces students to Asian American literature, considering its historical origins and evolution. Throughout the course we explore questions of identity, immigration and citizenship, generational conflict, war and migration, and mixed and cross-racial politics. Readings of primary texts will be supplemented by historical and critical source materials. Authors may include Nina Revoyr, Ruth Ozeki, Nam Le, Chang-rae Lee, Aimee Phan, Susan Choy, and Jhumpa Lahiri.

Meets multicultural requirement; meets Humanities I-A requirement

I. Day

4 credits

280f Literary Criticism and Theory

(Writing-intensive course; Same as Critical Social Thought 280) An introduction to literary and cultural theory with an emphasis on twentieth century and contemporary thought. We will explore crucial questions that have focused, and continue to focus, critical debate. These questions may include representation, subjectivity, ideology, identity, difference, gender, sexuality, race, ethnicity, and nation. Throughout we will be particularly interested in the ways in which language and form mediate and construct social experience.

Meets Humanities I-A requirement

N. Alderman

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

283s Graphic Narrative

This course will examine form and theme in the graphic narrative. Focusing on a small group of contemporary memoirs and novels, we will also analyze some antecedents, such as the early twentieth-century "wordless novel"; relevant works in other media, such as documentary film; and selected secondary criticism. Topics will include: relations between word and image; constructions of time, space, and sequence; representations of gender and sexuality; depictions of memory, archive, and history. Authors, filmmakers, and critics may include Barry, Bechdel, Chute, Eisner, McCloud, McElwee, Pekar, Satrapi, Spiegelman, Ward, and Ware.

Meets Humanities I-A requirement

E. Young

Prereq. so, jr, sr (no fy); 4 credits

284s Adaptation from Page to Screen

(Speaking- and writing-intensive course; Same as Film Studies 220) The *Oxford English Dictionary* lists as its primary definition for "adaptation": "the bringing of two things together so as to effect a change in the nature of the objects." This course considers the complex relationship between a source and its retellings, including the way in which such retellings permanently alter the source material and how each incarnation of a given narrative offers us a window of insight into a particular historical moment. Readings/films will include *Macbeth*, *Frankenstein*, *The Silence of the Lambs*, and *No Country for Old Men*.

Meets Humanities I-A requirement

A. Rodgers

Prereq. English 200 or Film Studies 201; 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 with-

out the prerequisites should consult the instructor.

Seminars and Courses on Special Topics

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

Each year the department offers various upper-level seminars and special topics courses. Enrollment in these seminars and courses is restricted (15 to 20 in seminars; 30 or fewer in courses). Interested students should pay particular attention to the prerequisites; preference for admission is usually given to seniors.

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: *The Canterbury Tales

(Speaking- and writing-intensive course)
Known as a storyteller *par excellence*, Chaucer was also a famous reader of classical epic, romance, and philosophy. This research seminar will give students the opportunity to read the *Canterbury Tales* in light of the work's cultural, historical, and literary contexts. Throughout the semester, students will engage with Chaucer's tales and his favorite sources to examine and discuss his representations of gender and class, his perspectives

on religious authority, his use of the English vernacular, and his commitment to poetry.
Meets Humanities I-A requirement
W. Yu

Prereq. English 200, English 210 or 213; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

313f 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; satisfies English department pre-1700 requirement; meets English department seminar requirement; 4 credits

317fs Studies in Renaissance Literature

Fall 2013

317f(1) Trauma in the Premodern World

(Speaking- and writing-intensive course)

When told that his wife's madness cannot be cured, Macbeth asks: "Canst thou not minister to a mind diseased?" Although the term "trauma" was not used to describe a psychological state until the nineteenth century, Macbeth's query suggests that premodern subjects both understood and experienced the sorts of psychic injury the term denotes. This course will explore how trauma was discerned, expressed and represented in premodern European culture. Readings will include contemporary theoretical explorations of trauma, as well as works by Shakespeare, Marlowe, Aphra Behn, and Daniel Defoe.

*Meets Humanities I-A requirement**A. Rodgers*

Prereq. English 200; English 210 or 211; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

*Spring 2014**317s(1) Early Modern Drama*

(Same as Theatre Arts 317s) "All the world's a stage." This course surveys the era of literary history that invented this powerful idea. The drama of the sixteenth and seventeenth centuries is a drama obsessively self-conscious, bursting with disguises, confidence tricks, cross-dressers, rituals, masques, and plays-within-plays. Reading Shakespeare as well as his rivals and peers (Marlowe, Jonson, Webster, and others), we will consider how theater, and the idea of theater, illuminates such concepts as desire, evil, gender, and ideology. Plays will likely include *Titus Andronicus*, *Doctor Faustus*, *The Alchemist*, and *The Duchess of Malfi*.

*Meets Humanities I-A requirement**S. Roychoudhury*

Prereq. English 200 and English 210 or 211; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits

321fs Studies in Nineteenth-Century British Literature*Fall 2013**321f(1) Victorian Sympathy*

(Speaking- and writing-intensive course) In the Victorian novel *Middlemarch*, one character explains, "To have in general but little feeling seems to be the only security against feeling too much on any one occasion." This course will examine feeling and sympathy in nineteenth-century prose, novels, poetry, and art. These representations will frame a discussion of Victorian concerns, and will also be considered in the historical context of eighteenth- and early twentieth-century epistemology, aesthetics, and literary forms. Writers may include: Austen, Meredith, G. Eliot, Forster, Wollstonecraft, Mill, Ruskin, Carlyle, Tennyson, Browning, Rossetti, Hopkins.

*Meets Humanities I-A requirement**J. Pyke*

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

*Spring 2014**321s(1) Nineteenth-Century Science and the Victorian Novel*

(Speaking- and writing-intensive course) Explaining why we can't judge others' marriages, one Victorian narrator turns to science: "Even with a microscope directed on a water-drop we find ourselves making interpretations which turn out to be rather coarse." The microscope becomes a standard of seeing and simultaneously just one more mode of knowing. This course explores the ways science and the Victorian novel interact, in direct references but also in subtle shifts in theories of the senses, embodiment, self-creation, and what it means to "see." Nineteenth-century readings in neuroscience, physiology, aesthetics, and evolution with tangents to larger contexts. Novelists may include Eliot, Dickens, Bronte, Carroll, Verne, Trollope.

*Meets Humanities I-A requirement**J. Pyke*

Prereq. 8 credits in English and some coursework in the Victorian period or the history of the novel; online course application required; meets English department 1700-1900 requirement; 4 credits

323f Gender and Class in the Victorian Novel

(Same as Gender Studies 333S) 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

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

334s Beyond Geishas and Kung Fu Masters: Asian American Film and Visual Culture

(Speaking-intensive course; Same as Film Studies 320) This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visibility, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jin-me Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.

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

***337s The Political Imagination in Contemporary South Africa**

This seminar examines the variety of literary and cultural expression in South Africa since the 1970s, focusing on the relations between art and political struggle. Among the topics to be discussed are the imagination of history in South African literature; the emergence of the Black Consciousness movement (and its legacies); responses to the Truth and Reconciliation Commission. Among the authors to be studied are Nadine Gordimer, J.M. Coetzee, Njabulo Ndebele, Zoe Wicomb, and Zakes Mda, along with a number of contemporary poets, playwrights, and filmmakers.

Meets multicultural requirement; meets

Humanities I-A requirement

D. Weber

Prereq. jr, sr, 8 credits at the 300 level in English, history, politics, or related fields; meets English department seminar requirement; 4 credits

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 2013

345f(1) American Comedies of Identity

(Same as Theatre Arts 350-02) Surveys of American drama are often weighted with family and social drama; comedy gets short shrift. But from its inception, the American

theatre has employed comedy to examine specifically “American” types, offering not only a stereotypical gallery of “other” Americans but also a form in which African American, Latino, and gay playwrights, for instance, could revise their own images onstage. In this course we will chart the path of American comedy from Royall Tyler’s “first American play” *The Contrast* through works by such playwrights as Anna Cora Mowatt, Philip Barry, Christopher Durang, Luis Valdez, and Philip Kan Gotanda.

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

Spring 2014

345s(1) Richard Wright: Career and Influence

The first half of this seminar examines the major works of Richard Wright, including *Uncle Tom’s Children*, *12 Million Black Voices*, *Native Son*, *Black Boy*, and *Black Power*. The second half explores Wright’s literary influence along with his political legacy to a range of modern and contemporary authors, including Zora Neale Hurston, Chester Himes, James Baldwin, and Toni Morrison.

Meets multicultural requirement; meets Humanities I-A requirement

D. Weber

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

347s 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

359f Emily Dickinson in Her Times

(Same as Gender Studies 333A) 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. 8 credits in English or 8 credits in Gender Studies; 1 meeting (3 hours) in Amherst; 4 credits

369f 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

374f 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. online application required; meets English Department seminar requirement; film screenings Mondays, 7:00-10:00 pm; 4 credits

Independent Study

Students with special interests, adequate preparation, and a capacity to work well on their own may apply for independent study, either English 295 or English 395. Note: English 295 and English 395 do not count toward the completion of the English major or minor.

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

Juniors and seniors who have devised projects in literary criticism and scholarship, or in writing prose and poetry, and demonstrate

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

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

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, on leave fall 2013), Christiansen (economics), Dunn (geology, on leave fall 2013), Kebbede (geography), Millette (geography), Rachootin (biological sciences, on leave fall 2013), Savoy (environmental studies), Schwartz (history), Werner (geology); Associate Professors Farnham (environmental studies), Hoopes (biological sciences); Assistant Professors Arango (physics, on leave 2013-2014) Ballantine (environmental studies), Corson (environmental studies, on leave spring 2014).

Contact Persons

Lauret Savoy, *chair*

TBA, *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 two 200- or 300-level courses off campus (study abroad, Five Colleges, etc.). Two additional 200- or 300-level courses may be taken within the Five Colleges. All off-campus courses are subject to advisor approval.

Environmental studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 9).

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 pro-

vide 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 107/108, Geology 100, Geology 101/107, Geology 103, Physics 100, Physics 104, Physics 110, 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, Ballantine); Ecosystem Science (Ballantine, Hoopes); Environment and Development (Corson, Farnham, Kebbede, Savoy); Environmental Politics, Policy, and Economics (Amy, Christiansen, Corson); Geoscience (Dunn, Werner); Natural History (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

L. Savoy, T. Farnham

4 credits

*104s Renewable Energy

(Same as Physics 104) We will examine the feasibility of converting the entire energy infrastructure of the US from one that is dependent on fossil fuels to one that utilizes mostly renewable sources of energy. We will examine the potential scale of energy production and the associated costs, natural resource requirements and land usage needs for both renewables, such as solar, wind and biofuel, and non-renewables, such as coal, natural gas, petroleum and nuclear. By applying extensive use of basic algebra and an elementary understanding of the physical processes underpinning each energy technology, we will arrive at a number of urgent conclusions about the challenges facing our energy infrastructure.

Meets Science and Math II-C requirement

A. Arango

4 credits

200f Environmental Science

Most of the environmental challenges we face are complex and interdisciplinary in nature. This course introduces students to the scientific principles, concepts, and methodologies required to both understand the interrelationships of the natural world, as well as to identify and analyze environmental problems and think critically about alternative solutions for addressing them. Key concepts from ecology, biogeochemistry, and other scientific fields inform our study of climate change, water resources, soil sustainability, food production, and other topics. Fundamental and emerging issues are examined using regional case studies, hands-on problem solving, and field and laboratory experiments.

Meets Science and Math II-B requirement

K. Ballantine

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

*222f Evolution of North American Landscapes

Earth's landscapes have changed dramatically over the planet's long history. In this course we tour North America and explore the origin and anatomy of its landscapes, including national parks and monuments. We also consider how geologic setting or physical environment has influenced human explo-

ration and settlement of the continent. By “reading” the land we can recognize the complex layering of natural and cultural histories that creates what is experienced as “sense of place.” Reading the land can also provide a clearer sense of how various peoples have used and shaped Earth’s surface differently, and how these differences have contributed to a spectrum of environmental impacts.

Does not meet a distribution requirement

L. Savoy

Prereq. permission of instructor. High school earth science or 4 credits in geology recommended.; 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 for 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

257f Research Methods in History, Environmental Change, and Public Health (Same as History 257) An introduction to interdisciplinary research methods in history, social science, and the digital humanities, using conceptions of nature, environmental change, and public health as themes for investigation. Topics include the collection, organization, and analysis of information from databases, printed materials, and research notes, as well as bibliographic management. Computer-assisted analysis of textual information and GIS will be introduced to study agricultural change, industrialization, urbanization, and their impacts on public health during the nineteenth and early twentieth centuries in Europe and the United States.

Meets Humanities I-B requirement

R. Schwartz

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

315f Qualitative Research Methods in Environment and Society

(Speaking- and writing-intensive course) The course is designed for upper level students interested in conducting independent or honors thesis qualitative research on environmental issues. We will discuss the logic of qualitative social research and examine a range of methods, considering the specific advantages (and limitations) of different techniques. Students will also discuss ethical issues, including the challenges of conducting research in cross-cultural settings, and they will prepare institutional review board proposals. This is a hands-on course in which each student will pick a research topic of interest (on an environment-society problem) and then share and discuss weekly assignments in class. Students from a variety of disciplines are welcome.

*Meets Social Sciences III-A requirement
C. Corson*

Prereq. 8 credits of 200-level social science or humanities and permission of instructor. To apply for admission to this course, you must complete the online application form; 4 credits

316s Restoration Ecology

One test of our ecological knowledge is whether we can successfully apply it to create or restore ecosystems that have been damaged or destroyed. As we take on the role of restoration ecologists this semester, we will use principles and methods of ecology, conservation biology, hydrology, soil science, and related disciplines to learn about the theory, practice, and politics of ecosystem restoration. This course emphasizes fieldwork, interdisciplinary teamwork, and ecological planning to evaluate and design restoration projects in our surrounding communities and regional landscapes.

*Meets Science and Math II-C requirement
K. Ballantine*

Prereq. Environmental Studies 200 or Biological Sciences 223; 4 credits

317f 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; 4 credits

321s Conference Course: Marine Conservation Biology

Selected topics from areas emphasized in the department according to needs of particular students. Study in small groups or by individuals.

(Same as Biological Sciences 321) Ocean ecosystems are of tremendous ecological importance and provide many billions of dollars worth of services annually, yet our marine systems face serious threats due to overfishing, climate change, ocean acidification, pollution, and the spread of invasive species. Conservation and management strategies aim to protect our remaining marine resources and restore those that have been lost or damaged. In this course, we will study the scientific evidence documenting the most pressing threats to marine ecosystems and examine available strategies for mitigating these threats. We will also explore cultural, economic, and political issues relevant to marine conservation and management.

*Meets Science and Math II-B requirement
J. Andras*

Prereq. Biological Sciences 223 and/or 226; 4 credits

***325s Photography and Landscape: Earth As Visual Text**

Our understanding of the world around us is deeply influenced by the visual images created in response to human experience of nature. This course explores photography as a

way of seeing and interpreting landscape and environment through time. Projects allow students to examine visual elements of landscape, develop photographic techniques, and create photo-narratives of their own. Using readings, observations, and photographs we consider how cultural and environmental issues and insights are communicated through photographic media. Basic understanding of photography and access to a camera are required.

Does not meet a distribution requirement

L. Savoy

Prereq. Art (Studio) 200; 4 credits

333s Landscape and Narrative

(Speaking- and writing-intensive course)

Different stories or narratives—whether myth, literature, maps, or scientific theory—have been created about every region or environment on Earth as human attempts to describe and understand our connections with that place. How do braided strands of human history and natural history contribute to stories we tell of the land, and to stories we tell of ourselves in the land and of relational identity? In this reading and writing seminar we will reflect on how lifeways, homeplace, and identity of an individual or a community are linked with environment or the land. We will also create written and visual narratives of our own and explore creative environmental writing in reflection and action.

Meets Humanities I-A requirement

L. Savoy

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

335s Wetlands Ecology and Management

Although they cover 2-6 percent of the earth's surface, wetlands perform more ecosystem services per hectare than any other ecosystem type. However, over half of the earth's wetlands have been lost to agriculture and development. With these wetlands were also lost the valuable ecosystem functions wetlands perform, such as water purification, aquifer recharge, climate regulation, long-term carbon storage, flood abatement, and habitat provision. This course takes an interdisciplinary approach to examine the biogeochemical, ecological, societal, and regulatory aspects of wetland ecosystems. Field trips

provide an opportunity to explore these fascinating ecosystems in person.

Meets Science and Math II-C requirement

K. Ballantine

Prereq. Environmental Studies 200 or

Biological Sciences 223; 4 credits

***340s Environmentalism and "The Market:" Evolving Strategies for Conservation**

This course focuses on the relationship between global political economy and environmentalism. Drawing on a range of literature, we will reflect on changing perceptions of and strategies related to "the market" in environmental policy. We will consider the political, economic, social and ecological influences and impacts of changing ideas and associated environmental practices, with particular attention to programs such as payments for ecosystem services, ecotourism and green buying, corporate social responsibility, water privatization, carbon markets, and wildlife derivatives. Throughout the course, we will explore issues of equity, wealth and governance related to these new market-based approaches to environmental conservation.

Meets Social Sciences III-A requirement

C. Corson

Prereq. Environmental Studies 210; 4 credits

***341s Science and Power in Environmental Governance**

This course applies concepts from political ecology to study how governance, broadly defined, works in relation to the environment. Using case studies of international environmental issues, we will explore how people make decisions about the environment in a policy realm. We will discuss the role of various agents, such as governments, scientific bodies, and nongovernmental organizations, in the decision-making process. We will reflect on who has access to decisions; how scientific data is used; how environmental ideas become powerful; and how policies are legitimated. Armed with this information, we will consider how to advocate for global environmental sustainability and social equity.

Meets Social Sciences III-A requirement

C. Corson

4 credits

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

(Same as English 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

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. Environmental Studies major; 4 credits

395fs Independent Study

Does not meet a distribution requirement

The department

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

Courses Offered in Other Departments

In addition to courses in Environmental Studies, many courses for the major and minor in environmental studies are offered

by other departments. A list of courses approved for both the major and minor in environmental studies appears below. It is also available at the department office or 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

- Environmental Studies 222, Evolution of North American Landscapes
- Geography 205, Mapping and Spatial Analysis
- Geology 201, Rocks and Minerals
- Geology 227, Groundwater

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, 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, Ballantine)

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 (Ballantine, 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, Kebbede, 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.

Film Studies

The Five College Film Studies major and the minor in film studies are administered by the Film Studies Steering Committee: Professors Blaetz (film studies, *chair*), Sinha (art history), Staiti (art history), Wartenberg (philosophy), Young (English); Associate Professors Crumbaugh (Spanish); Rundle (theatre arts and gender studies); Lecturer Mellis (Five Colleges, on leave fall 2013); Visiting Professor Miller (fall 2013).

Contact Persons

Bridget Barrett, *senior administrative assistant*
Robin Blaetz, *chair*

Film studies at Mount Holyoke introduces students to the academic study of film from a variety of critical and disciplinary perspectives. Courses combine cultural, historical, formal, and theoretical analyses of films from a range of world cinematic traditions. In addition, some possibilities for the study of film/video production are available to students at the College and at the other Five College institutions.

Requirements for the Five College Film Studies Major

The major is comprised of ten courses (40 credits), one of which may be a component course (a course that is at least one-third film intensive). Of these ten courses, at least two (but no more than five) must be taken outside the College.

Courses

1. One introduction to film course (normally taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately 50 years of international film history)
3. One film theory course
4. One film genre or authorship course
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video, or digital production course, but no more than two such courses may be used toward the major.
9. Two electives from any of the above categories

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental), and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements.

Other

- A thesis is optional.

Requirements for the Minor

Credits

- A minimum of 16 credits above the 100 level

Courses

- Film Studies 201 (Introduction to Film), Film Studies 202 (Talking Pictures: An Introduction to Film), or Film Studies 203 (Introduction to Spanish and Latin American Film)
- Three courses (12 credits) at either the 200 or 300 level. The three courses beyond the introductory course should be core courses, but one may be a component course (a course that is at least one-third film intensive and marked as such in the course catalogue) if necessary.

Course Offerings

101f First Year Seminar

Fall 2013

101f(1) Hollywood Meets Germany: From Marlene Dietrich and Billy Wilder to Sandra Bullock and George Clooney

(First-year seminar; speaking- and writing-intensive course; taught in English; Same as German Studies 100) We will explore the dynamic story shared by German and U.S. cinema. In the 1920s, Hollywood lured German directors; in the 1930s, Hitler ensured that German-speaking creative talent left for Hollywood film. Weimar Cinema brought to the movies expressionism; animation; monsters like Nosferatu, and the film noir; science-fiction films like *Metropolis*, which influenced *Blade Runner*; movies promoting liberalized views of gender and sexuality; and social satires like *Blue Angel* echoed in *Cabaret*. Since the 1970s, German films have won Oscars, and currently George Clooney, Michael Douglas, Christoph Waltz, and John Woo are filming in Babelsberg-Berlin, the world's oldest surviving studio site.

Meets Humanities I-A requirement

G. Wittig Davis

Prereq. fy; 4 credits

**101f(3) African Cinema*

(First-year seminar; speaking-intensive course; taught in English; Same as French 120f-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

201f Introduction to Film

This course teaches the basic concepts, vocabulary, and critical skills involved in interpreting film. Through readings and lectures, students will become more informed and sophisticated observers of the cinema, key examples of which will be screened weekly. While the focus will be on the form and style

of narrative film, documentary and avant-garde practices will be introduced. The class will also touch upon some of the major theoretical approaches in the field.

Meets Humanities I-A requirement

R. Blaetz

2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits

202s Talking Pictures: An Introduction to Film

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

Meets Humanities I-A requirement

P. Staiti

2 meetings (one 75 minute and one 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: Beginning Video Production: Eye to Ear

What is the relationship between image and sound in video? How does listening affect what we see and imagine? This class will provide a foundation in technical and conceptual skills for making short videos. We will study the aesthetics and mechanics of shooting digital video, recording and mixing sound, and editing with Final Cut Pro. Sonic expression will play a leading role in our exploration of video; production and interpretation in narrative, documentary, and experimental works. Course work includes individual and group production projects, weekly screenings, readings, and several short writing assignments. Students will complete three short videos and a final project.

Meets Humanities I-A requirement

E. Miller

Prereq. Film Studies 201, application and permission of instructor. Application available through Film Studies website.; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

220fs Special Topics in Film Studies

Fall 2013

220f(1) Twentieth-Century Korea through Fiction and Film

(Same as Asian Studies 264) (Component course for Film Studies) How did the events of the twentieth century set the stage for Korea in the twenty-first century? How did the country become divided into North and South, and how have their paths diverged in the decades since? In this course, students will develop a nuanced perspective of the key political, social, and cultural developments in twentieth-century Korean history through close readings of short stories, novellas, and films, including North Korean productions and rare propaganda films produced during the colonial and Korean War eras.

Meets multicultural requirement; meets Humanities I-A requirement

N. Floyd

All readings are in English, and all films include English subtitles. No knowledge of the Korean language is required.; 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 picture, this course will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of existing music in films of Bergman and Kubrick.

Meets Humanities I-A requirement

D. Sanford

Prereq. See Music 220; permission of instructor required for registration in Film Studies 220.; 4 credits

**220f(3) American Gothic*

(Same as English 243-01) (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, filmmakers, and artists may include Alcott, Arbus, Browning, Crane, Dunbar, Dunn, Elmer, Faulkner, Gilman, Hitchcock, Kubrick, McCullers, Morrison, O'Connor, Oates, Parks, Poe, Romero, Turner, and Wood.

Meets Humanities I-A requirement

E. Young

Prereq. so, jr, sr, English 240 or 241 recommended; Component course in Film Studies; 4 credits

**220f(4) Sound for Theatre and Film*

(Same as Theatre Arts 220f-02) 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

**220f(5) Transforming Visions: Homage to German Women Filmmakers*

(Speaking-intensive course; taught in English; Same as German Studies 231f-02) Focus on the discussion and analysis of films by German women directors from Lotte Reiniger, pioneer of animation films, and Leni Riefenstahl, controversial director and mythmaker of the Third Reich, to such trail-blazing women directors of the New German Cinema as Margarethe von Trotta, Jutta Brückner, and Helma Sanders-Brahms. Moreover, we will attempt to determine whether more recent women directors like Doris Dörrie or Caroline Link, including those of migration background like Yasemin Samdereli, developed special (trans)gendered and transnational gazes that led them to focus so frequently on variations of (tragi)comedy in film.

Meets Humanities I-A requirement

G. Wittig Davis

Taught in English. Students with previous knowledge of German are encouraged to enroll in German Studies 223 instead; 4 credits

Spring 2014

220s(1) Adaptation from Page to Screen

(Speaking- and writing-intensive course; Same as English 284) The *Oxford English Dictionary* lists as its primary definition for "adaptation": "the bringing of two things together so as to effect a change in the nature of the objects." Our course considers the complex relationship between a source and its retellings, including the way in which such retellings permanently alter the source material and how each incarnation of a given narrative offers us a window of insight into a particular historical moment. Readings/films will include *Macbeth*, *Frankenstein*, *The Silence of the Lambs*, and *No Country for Old Men*.

Meets Humanities I-A requirement

A. Rodgers

Prereq. English 284; 4 credits

**220s(2) Religion and Film*

(Same as Religion 213) This course is an investigation of the intersections between film and religion. In it, we will examine how the cultural phenomenon of religion is represented in film and how religion, understood critically and theoretically, can be a useful means to interpret film. We will learn the basic issues inherent in the interpretation of this art form (e.g., How do the visual, aural, and narrative components of film work together to create meaning?), and we will critically investigate the concept of religion as a means to better understanding the significance of cultural practice (e.g., What is religion? What are the myriad ways it is made manifest in culture?).

Meets Humanities I-A requirement

H. Atchley

Prereq. Film Studies 201 or 202; others are encouraged to apply to the instructor for permission; 2 meetings (75 minutes), 1 screening 1 hour and 50 minutes; 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 socio-cultural aspects of becoming an adult in Russia. Films will include: *Ivan's Childhood*, *The Scarecrow*, *The Thief*, and *The Return*. Readings will include literary texts and film reviews. We will continue to work on oral and writing skills, and vocabulary. This course prepares students to express opinions, ideas, points of view, and critiques on 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) Reel America: History and Film*

(Same as History 283-01) 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 in 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 Humanities I-A requirement

K. Remmler

Prereq. See 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

220s(6) *The Moving Image in Contemporary Art

(Same as Art History 290) This course will survey the rise of the motion picture as both subject and mode in art since 1960. The development of video art, from monitor and installation to projection and flat screen, opened up new channels for performance and sculpture. But the rising presence of 16mm film in galleries (Tacita Dean) as celluloid disappears from movie theaters amplifies a trend that also includes artists as feature filmmakers (Julian Schnabel and Cindy Sherman), Christian Marclay's use of cinema's past in *The Clock* (2010), and Matthew Barney's reliance on the Guggenheim as set and cinematheque.

Meets Humanities I-A requirement

The program

Prereq. Film Studies 201 or 202; 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

R. Blaetz

Prereq. Film Studies 201 or 202; 4 credits

***250s History of World Cinema: The First 100 Years (1832-1932)**

In this historical survey we will study three periods from the first half of the cinema's past (1832-1932): its invention, its silent days, and its transition to sound. From the optical effect of the phenakistoscope (1832) through the efforts of Edison and Lumière, from the evolution of the classical style of Hollywood to the montage theories of the Soviets, from the adoption of sound-on-film to the benshi strikes in Japan, this course will introduce students to the fascinating figures, institutional structures, art and technologies that built the world's cinema.

Meets Humanities I-A requirement

R. Blaetz

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

251s History of World Cinema: The Second 100 Years (1932-2032)

This historical survey will chart the cinema's life from the arrival of sound. 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

R. Blaetz

Prereq. Film Studies 201, 202 or 203; 4 credits

*260 Film Genre

This course offers a critical, historical, and theoretical approach to a specific film genre. Some examples of genres that might be studied are: the science fiction, horror, melodrama, musical, Western, detective, or gangster film.

*260f 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

270 National and Transnational Cinema

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

Spring 2014

*270s(1) Trans*gender and Queer German Cinema: From Third Sex (1919) to Trans-Papa (2012)*

(Speaking- and writing-intensive course; taught in English; Same as German Studies 231) Classic German cinema, 1919-1933, anticipated many present-day gender debates. In educational films, tragedies, travesties, and comedies, many of which were re-made later (*Girls in Uniform; Victor Victoria*), Weimar Cinema questioned binary definitions of gender, and represented gay and lesbian sexual orientations as standard forms of human sexuality. We will study the link from Weimar to the present through films like Rosa von Praunheim's *It Is Not the Homosexual Who Is Perverse, But the Society in Which He Lives* and *The Einstein of Sex*, his biography of Magnus Hirschfeld, gay scientist and founder

of the Institute of Sexual Science; and 2011-12 films by young women directors, Bernardi's *Romeos*, Mettke's *Transpapa*. *Meets Humanities I-A requirement*
G. Wittig Davis
2 meetings (75 minutes) plus screening. If time conflict with the screening session, please contact the instructor for alternate arrangements.; 4 credits

**270s(2) Haunted Utopia?: Weimar Cinema (1919-1931): From Caligari to M*
(Speaking- and writing-intensive course; taught in English; Same as German Studies 231) A study of such representative films from Germany's "Golden Age" as Wiene's Expressionist film noir, *The Cabinet of Dr. Caligari*, Lang's sci-fi classic, *Metropolis*, and psycho-thriller, M., Murnau's *Dracula* film, *Nosferatu*, and Pabst's prostitution study, *Joyless Street*. Emphasis on investigating historical and sociological background; influence of Expressionist theater; advent of sound; the "New Woman"; genesis of horror, action, and utopian film; influence on New German Cinema and contemporary popular culture. Includes such "remakes" as Herzog's *Nosferatu*, the 2002 anime *Metropolis*, and music videos by Queen, Madonna, Lady Gaga. Includes discussion with specialists and students in the U.S. and Germany. *Meets Humanities I-A requirement*
G. Wittig Davis
2 meetings (75 minutes) plus screening; 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.

290fs 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.

Fall 2013

***290f(1) Feminist and Queer Theory through Film**

(Same as Gender Studies 221B-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

Spring 2014

290s(2) Philosophy and Film Theory

(Same as Philosophy 275) 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 Philosophy or 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: Documentary Workshop: Advanced Video Production

An advanced course in the theory and practice of film/video production as an art form. Topics for the seminar will vary from year to year.

(Community-Based Learning course) 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 ambivalence 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. This course has a Community-Based Learning Component.

Meets Humanities I-A requirement

B. Mellis

Prereq. Beginning video production or its equivalent. Application and permission of instructor required. Application available through Film Studies Web site.; 1 meeting (3 hours), 1 screening (2 hours); a lab fee may be charged.; 4 credits

320fs Seminar in Film Studies

Fall 2013

320f(1) Hitchcock and After

(Same as English 374) 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. online application required; meets English Department seminar requirement; film screenings Mondays, 7:00-10:00 pm; 4 credits

320f(2) Visual Anthropology in the Material World

(Community-Based Learning course; Same as Anthropology 310f-01) Component course for Film Studies. In this course we go behind the scenes and behind the screens of anthropological films, museum exhibitions, "small media" events such as television, and publications such as *National Geographic Magazine*, to explore the social contexts of image production, distribution, and interpretation. Focusing on visual activism and ethics, we consider how popular portrayals of our own society and of others' both shape and are shaped by hierarchies of value in the material world. Finally, we leave the walls of the classroom to produce home movies of places which others call home - workplaces, temporary shelters, artistic environments, and so forth.

Meets multicultural requirement; meets Social Sciences III-A requirement

D. Battaglia

Prereq. Anthropology 105 and 4 additional credits in department; Component course in Film Studies; 4 credits

***320f(04) 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. Valet

Prereq. permission of course instructor;

Component course in Film Studies; 4 credits

Spring 2014

320s(1) Beyond Geishas and Kung Fu Masters: Asian American Film and Visual Culture

(Speaking-intensive course; Same as English 334) This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visibility, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jin-me Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.

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

***320s(3) Theatre on Film/Film on Theatre**

(Same as Theatre Arts 350-01) 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 or permission of instructor.; 4 credits

340 Topics in Experimental Film

This topics course provides advanced instruction in an aspect of film history, theory,

or criticism. Students are expected to bring substantial background in the study of film to this course; enrollment may be limited.

Spring 2014

340s Women Experimental Filmmakers

(Same as Gender Studies 333) 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

***360 Topics in 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.

***360s Expired Horror?**

The horror film stands at the core of the body genres; however, in 2013 it may be hard for us to experience visceral impact from films made at a time that, in some ways, looked so different from our own. This course will survey the genre from 1896 to 1968, the year that the rating system was introduced in the United States. Yet our scope will be international, tackling not only Hollywood's Universal Horror, but the UK's Hammer Horror, Mexican Horror, *Les yeux sans visage* (1960), Italy's Mario Bava, and precursors to J-Horror.

Meets Humanities I-A requirement

K. Eisenstein

Prereq. Film Studies 201 or 202; 1 meeting (3 hours) and 1 screening (2 hours, 30 minutes); 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 2013

370f(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

370f(2) Taboo-Breakers: Censors and the

Filming of Brecht, Kafka, Hesse, the Manns (Speaking- and writing-intensive course; Same as German Studies 315) This course studies selected filmmakers from Weimar to the present who have filmed literary texts and evoked the wrath of the censors: Sternberg's *Blue Angel*, H. Mann's *Professor Unrat* with Dietrich as the New Woman; Dudow/Brecht's Proletarian film, *Kuhle Wampe*, censored for including an abortion; Szabós 1981 film of Klaus Mann's 1936 novel *Mephisto*, banned to protect actor Gustav Gründgens from a questionable Third-Reich past. Also, works by Kleist, Storm, Fontane, Hesse, Kafka, and Thomas Mann inspired filmmakers like Fassbinder, Huntgeburth, and Haneke, not only because they broke existing taboos but also by foregrounding current issues such as globalization, alienation, terrorism, and homophobia.

Meets Humanities I-A requirement

G. Wittig Davis

Prereq. at least 8 credits beyond German Studies 201 or permission of department; *Film studies students interested in studying the material in English should contact the instructor for permission to enroll in 395 independent studies.; 4 credits*

**370f(4) The French New Wave: Its Origins and Its Influence*

(Same as French 331-02) The New Wave was a series of films made in the 1960s by a group of pioneers, who had seen almost every film ever made and particularly admired American and Russian cinema. This creative explosion, a reaction to "cinéma de Papa," won an aesthetic and political victory against an increasingly affluent, self-satisfied society, and brought about a revolution in the film industry.

Meets Humanities I-A requirement

C. Le Gouis

Prereq. Two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor.; *Taught in French; 4 credits*

**370f(5) Topic: France Beyond the Mirror: The Image of France in Contemporary Francophone African Literature and Film*

(Same as French 341) The relationship between colonizer and colonized is two-fold: on the one hand a visible, immediate (military, economic, and political) domination, and on the other, a more subtle, less visible (ideological) domination. These will be explored through texts (literature and films) representing both the metropolitan and the native, from the colonizer's point of view. This course will discuss first how, through its writers and filmmakers, France projected itself onto the imagination of colonized Africans and second, how, in response, Africans appropriated the pen and the camera to convey their perception of their French experiences with the metropolitan Other.

Meets Humanities I-A requirement

S. Gadjigo

Prereq. 12 credits from French department, including two courses at the advanced level, or permission of instructor; *Taught in French. Component course in Film Studies.; 4 credits*

Spring 2014

370s(1) Visualizing Immigrant Narratives: Migration in Film

(Taught in English; Same as Latin American Studies 387-02) This course offers an interrogation of overt and embedded narratives of migrants and the migration process in popular and documentary film, paying specific attention to cinematic representations of non-citizen bodies confronting migration, deportation, labor, acculturation, and anti-immigrant hysteria. Film screenings and class discussions comprise the interpretative lens through which students will examine the aesthetic, cultural, economic, gendered, historical, political, racial, and sexual dimensions of cultural texts. The course is supplemented with readings about immigration policies and histories.

Meets multicultural requirement; meets

Humanities I-A requirement

D. Hernández

Prereq. jr, sr; *4 credits*

370s(2) Race and Representation in Latina/o Film

(Same as Latin American Studies 387-03) This seminar offers an interrogation of the ways in which Latinas and Latinos are represented in the cinema. We will explore early portrayals of Latinas and Latinos in film history and then explore contemporary cinema with a focus on race, class, gender and sexuality in these representations. Employing multiple aesthetic and disciplinary approaches we will analyze commercial films alongside independent films with particular attention to the market-driven and political mandates of these projects. We will focus on films by both Latina/o filmmakers and non-Latina/o filmmakers interrogating the multifarious points of entry of these artists.

Meets multicultural requirement; meets

Humanities I-A requirement

M. Díaz-Sánchez

4 credits

**370s(3) Africa: The Last Cinema*

(Same as French 370) With the rest of the world, in 1995 filmmakers from the whole African continent met in Ouagadougou, to celebrate the Century of world cinema. This

also gave African filmmakers an opportunity to reflect on their 30 years of film practice. Today, only a year after most former French colonies in Africa have celebrated the 50th anniversary of their independence, African cinema is also entering its fifties. This course will introduce students to a half a century of African cinema with a special attention to its history and its search for survival and self identity within world cinema.

Meets Humanities I-A requirement

S. Gadjigo

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

380fs Topics in Film Authorship

Film Studies 380 offers a critical, historical, and theoretical approach to a specific cinematic author. While most courses focus on a director or group of directors, courses may also focus on designers, technicians, performers, producers, or some combination of these personnel.

Fall 2013

**380f(1) Henry James on Film*

(Writing-intensive course; Same as English 345-01) This seminar will examine the various screen adaptations of assorted novels by Henry James. We will read the novels against the films, exploring how James's texts translate—or do not translate—into film.

Meets Humanities I-A requirement

D. Weber

Prereq. jr, sr, 8 credits in English beyond 101, or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

Spring 2014

380s(3) Natural's Not in It: Pedro Almodóvar (Speaking- and writing-intensive course; Same as Spanish 340s-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 English.; 4 credits

***390s Topics in Film Theory**

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

Spring 2014

**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; satisfies English department seminar requirement; satisfies Gender Studies department feminist theory requirement; 4 credits

**390s(2) Philosophy of Film*

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

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; See Spanish 320-08)

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*

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, LeGouis (*chair*), Rivers (on leave spring 2014), Valet; Senior Lecturer Holden-Avard; Language Instructors Bloom and Shread; Visiting Professor Margolis.

Contact Persons

Stacey Pare, *senior administrative assistant*
Catherine LeGouis, *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, videoconferencing, iMovie, and various multimedia tools—are used in courses at all levels to foster individual learning and to promote communication with the international com-

munity. 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 program in Montpellier, France, and is also affiliated with the Sweet Briar College Junior Year in France Program. A student spending her junior year in France or a Francophone country with a program approved by the department will normally meet some of the requirements of her major through study abroad. The programs are open to both majors and nonmajors.

Students must have successfully completed at least one 4-credit course each semester they are enrolled at Mount Holyoke prior to departure for study abroad (excluding independent study). They also should have completed at least one course in culture and literature at the 200 level (215, 219, 225, or 230). By taking appropriate courses, 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 program may use their Mount Holyoke financial aid to do so. Mount Holyoke financial aid for Sweet Briar, as well as for other approved study abroad programs, is awarded on a competitive basis. Scholarships, specifically for study in France or Italy, are available to qualified undergraduates from the Mary Vance Young Scholarship Fund. Information about financing study abroad may be obtained from the McCulloch Center for Global Initiatives. See www.mtholyoke.edu/go/global.

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.
- French minors spending their junior year in France or a Francophone country with a program approved by the department may bring back two courses at the 300 level. French minors spending a semester abroad may bring back one course at the 300 level.

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.

All students must take a placement test online. The test is available at https://www.mtholyoke.edu/acad/french/placement_exam. 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, C. Shread

Prereq. No previous study of French or a placement score of 0 - 100; *NOTE:* 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

120fs First-Year Seminar

Fall 2013

120f(1) Memories of Childhood in French and Francophone Fiction and Film

(First-year seminar; speaking-intensive course; taught in English) Study of twentieth-century narratives of childhood from France and French-speaking cultures. How has the conception of childhood varied across time and different societies? What forms and techniques have writers, filmmakers, and artists used to render early life experiences? With what social, psychological and aesthetic issues have their stories engaged? Authors may include: Colette, Pagnol, Pérec, Sarraute, Ernaux, Nothomb, Laye, Begag, Chamoiseau, Pineau, Roy, Sebbar, Mernissi. Films: *My Father's Glory*; *400 Blows*; *Peppermint Soda*; *Sugar Cane Alley*; *Chocolat*; and paintings.

Meets Humanities I-A requirement

E. Gelfand

Prereq. fy; 4 credits

Spring 2014

120s(1) War, Romance, and Cinema:

Introduction to French Heroes

(First-year seminar; speaking-intensive course; taught in English) In order to observe and identify the characteristic traits of French culture, students view films inspired by turbulent moments of French history at the time of Joan of Arc and the revolutions of 1789 and 1830 (Jeanne d'Arc, Danton, Marie Antoinette). Students also study cinematic versions of iconic novels such as *Dangerous Liaisons*, *Madame Bovary*, *Les Misérables*, *The Three Musketeers*, and *Bel Ami*. In class, films are discussed, and individual presentations on pertinent cultural context are assigned. To promote digital literacy, students create a multimedia project in iMovie as a term paper.

Meets Humanities I-A requirement

N. Vaget

Prereq. fy; *Technical support is provided by workshops in the Language Resource Center. Films are digitized for online viewing.; 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

C. Bloom, C. Shread, The department

Prereq. French 102 or 199, or placement score of 200 - 350, or department placement; 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. LeGouis, E. Gelfand, C. Shread

Prereq. French 201, or placement score of 350 - 450, or department placement; 4 credits

215fs Intermediate Level Courses in Culture and Literature

Fall 2013

215f(2) Introduction to the Literature and Culture of France and the French-Speaking World

(Writing-intensive course) This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic is-

sues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.

Meets either language requirement or Humanities I-A requirement

E. Gelfand

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

Spring 2014

215s(1) Introduction to the Literature and Culture of France and the French-Speaking World

(Writing-intensive course) This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.

Meets either language requirement or Humanities I-A requirement

The department

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

215s(2) Introduction to the Literature and Culture of France and the French-Speaking World

(Writing-intensive course) This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.

Meets either language requirement or

*Humanities I-A requirement**E. Gelfand**Prereq. French 203, or placement score of 450+, or department placement; 4 credits***219fs Intermediate Level Courses in Culture and Literature***Fall 2013**219f(1) Introduction to the French-Speaking World*

This course introduces the literatures of French-speaking countries outside Europe. Readings include tales, novels, plays, and poetry from Africa, the Caribbean, Canada, and other areas. Discussions and short papers examine the texts as literary works as well as keys to the understanding of varied cultures. Students will be asked to do formal oral and written presentations.

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement

*S. Gadjigo**Prereq. French 203, or placement score of 450+, or department placement; 4 credits**Spring 2014**219s(1) Introduction to the French-Speaking World*

This course introduces the literatures of French-speaking countries outside Europe. Readings include tales, novels, plays, and poetry from Africa, the Caribbean, Canada, and other areas. Discussions and short papers examine the texts as literary works as well as keys to the understanding of varied cultures. Students will be asked to do formal oral and written presentations.

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement

*S. Gadjigo**Prereq. French 203, or placement score of 450+, or department placement; 4 credits***225f Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World**

The primary purpose of this course is to familiarize students with contemporary issues

in French culture as they are represented in French-speaking media of today.

(Speaking-intensive course) This course will introduce students to contemporary popular culture in France and the French-speaking world, largely through the study of recent (post-1990) best-selling novels, popular music, and feature films. Students will be asked to give formal oral presentations based on up-to-date materials gathered from the Internet and/or French television and to participate actively in class discussion.

Meets either language requirement or Humanities I-A requirement

*C. Rivers**Prereq. French 203, or placement score of 450+, or department placement; 4 credits***230fs Intermediate Courses in Culture and Literature**

In order to explain the complexity of present-day France, this course will explore its most conflictual historical moments—feudalism, absolute monarchy, political and social revolutions. Students will learn the social and historical context of French art and architecture.

*Fall 2013**230f(1) Introduction to the Civilization of France*

(Speaking-intensive course) Images et Patrimoine: In this multimedia course students learn to decode images and study the social and historical context of French art and architecture: Medieval tapestries, Romanesque and Gothic cathedrals, Renaissance castles, Classic and Rococo art, and nineteenth century schools of painting. Students give in-class presentations and write essays about notable French landmarks. The purpose of such inquiry is to revisit the past and see how it has affected contemporary French society. All course material is online.

Meets either language requirement or Humanities I-A requirement

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

Spring 2014

230s(1) *Introduction to the Civilization of France*

(Speaking-intensive course) Images et Patrimoine: In this multimedia course students learn to decode images and study the social and historical context of French art and architecture: Medieval tapestries, Romanesque and Gothic cathedrals, Renaissance castles, Classic and Rococo art, and nineteenth century schools of painting. Students give in-class presentations and write essays about notable French landmarks. The purpose of such inquiry is to revisit the past and see how it has affected contemporary French society. All course material is online.

Meets either language requirement or

Humanities I-A requirement

N. Valet

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 2013

311f(1) *Topic: (pre-1800) Sex, Lies and Parchment: The Roman de la rose*

After first defining "courtly love" via Chrétien's Lancelot and other texts, we shall read the two-part, thirteenth-century Roman de la rose, begun as a serious allegorical love-quest by one author, then, years later, "continued" in an opposite vein by another author using virtually all knowledge and controversy to define love, and life, against Church and state dogma. The Rose's learned yet irreverent, schizoid nature and manuscript images made it an international blockbuster admired and/or reworked by Dante, Chaucer and others. It sparked the first literary debate about women, pitting Christine de Pizan against the Parisian male intelligentsia, whose debate letters we shall examine.

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 2014

311s(1) *Topic: 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. 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: Mothers and Daughters

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, Romance Language & Literature 375, Gender Studies 333) Study of this crucial and problematic relationship in modern novels and films from Romance cultures. Exploration of the mother-daughter bond as literary theme, social institution, psychological dynamic, and metaphor for female creativity. Readings include Western myths and diverse theories of family arrangements (Rousseau, Freud, Chodorow, Rich, Irigaray, Giorgio, Mernissi, Nnaemeka). Authors and films will be grouped cross-culturally by theme and chosen from among: Colette, Vivanti, Morante, Ernaux, Tusquets, Roy, Roig, Rodoreda, Martin Gaité, Ramondino, Pineau, Beyala, Bouraoui; films: *Children of Montmartre* (La maternelle); *Indochine*; *The Silences of the Palace*; *My Mother Likes Women*.

Meets either language requirement or Humanities I-A requirement

E. Gelfand

Prereq. for language majors: two courses in culture and literature at the 200-level; *Note:* Students wishing to obtain 300-level credit in French must read texts and write papers in French to receive credit. This is a multimedia course where students achieve digital literacy. Technical support is provided in Audacity, Photoshop, iMovie, and iDVD, through scheduled workshops in LRC.; 4 credits

331f Courses on Social and Political Issues and Critical Approaches: Musketeers of Love: French Novels in Films

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. Popular French novels have inspired film directors and provided interesting interpretations of famous protagonists such as the three musketeers, Princess de Cleves, Madame Bovary, Julien Sorel, Bel-Ami, and Valmont and Merteuil of *Dangerous Liaisons*. Using films as introduction to novels in context, we focus on social codes of love in sixteenth- and seventeenth-century royal French courts, games of seduction and deception among eighteenth-century nobility, and love and ambition in nineteenth-century society. Relevant literary texts and paintings are used as primary documents. Students achieve digital literacy with the production of a documentary film in iMovie.

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; Technical support is provided by workshops in the Language Resource Center. Films are available for online viewing.; 4 credits

341fs 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.

Fall 2013

341f(1) Topic: Ousmane Sembène: The Work of a Militant Artist

This course is devoted entirely to the works of writer-director Ousmane Sembène. We will explore the major highlights of his life; his involvement in leftist movements in Europe, his writing and cinema and especially

the place of his work in the African cultural discourse. The study of Sembene's work will be divided into four main themes: 1) Experience exile and the search for a voice; 2) The historical work; 3) The political and social criticism; 4) Woman and society. Finally, we will examine the role of Sembene's work in the history of cultural discourse in Africa.

Meets either language requirement or 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; 4 credits

Spring 2014

341s(1) Topic: The Movement of Negritude
From 1920 to 1940, black students from Africa and the Caribbean met in Paris to pursue their studies. Prompted by the colonial situation in their country of origin and the political situation in France, Aimé Césaire (Martinique), Léopold Sédar Senghor (Senegal), and Léon Gontran Damas (Guyana) formed the cultural movement known as "Negritude." We will discuss the genesis, objectives, and evolution of this movement and focus on its "founding" poetic texts. We will also examine its influence on the new generation of African and Caribbean writers at the beginning of the twenty-first century. Students will present orally and choose a topic for a final 15-20-page writing assignment.

Meets either language requirement or 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; 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 stu-

dent interests and experiences as they relate to the topic of the course.

Fall 2013

370f(1) Topic: Love for Sale: The Figure of the Prostitute in French Literature and Culture

This course will explore the figure of the prostitute, and the theme of prostitution, primarily in French novels of the nineteenth century. We will examine the ways in which the figure of the prostitute serves as a reflection of broader social and literary questions: female sexuality as represented by male authors, the link(s) between sex and money, the question of realism in narrative fiction, et al. In addition to literary texts, we will study secondary sources that place French prostitution in its historical and cultural context. Some films and an opera or two will be included as well.

Meets Humanities I-A requirement

C. Rivers

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

Spring 2014

370s(1) Topic: La France en crise: French History in film

(Same as Film Studies 370) The complex nature of France's contemporary social fabric can be explained through its tumultuous past. From Medieval times to the twentieth century, France endured English and German military occupations, religious civil wars, multiple revolutions, and the aftermath of decolonization. Through a selection of films we will focus on crucial periods in its history. Films include Joan of Arc, Queen Margot, Marie Antoinette, Danton, The Sorrow and the Pity, The Eye of Vichy, The Battle of Algiers, L'Héritage Magrébin, and Paris la Météisse. Students will demonstrate their mastery of form and content with a term project in iMovie. Technical support is provided by workshops in LRC. All course material is online.

Meets either language requirement or Humanities I-A requirement

N. Vaget

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: Professor Remmler; Associate Professors Douglas, Gundermann, Rundle; Visiting Assistant Professors Fernandez Anderson, Heller, Judd; Senior Lecturer Ackmann.

Contact Persons

Bridget Barrett, *senior administrative assistant*
Christian Gundermann, *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, sexuality, and species; and its intimate connection with myriad forms of knowledge and social practice, from scientific investigation to artistic creation and performance.

Majors are introduced to the foundations of the field in courses on women and gender, feminist theory, and methodology. Drawing on courses offered across the Mount Holyoke curriculum and in the Five Colleges, majors then explore topics such as women's literary and artistic production; gender in imperial and postcolonial contexts; feminist antiracism; women's health; women and labor; violence against women; feminist science studies; queer studies; men and masculinity; transgender politics; U.S. women of color

politics; women immigrants and refugees; transnational feminisms.

A field-study seminar, taken in the junior or senior year; and a senior capstone course bring majors together to think through connections among the diverse intellectual and creative approaches they have encountered as well as between scholarship and social action.

Requirements for the Major

Credits

- A minimum of 36 credits; 12 credits at the 300 level

Courses

- 101, Introduction to Gender Studies
- 201, Methods and Practices in Feminist Scholarship
- 221, Feminist Theory
- 290, Field Placement, or another course with a significant community-based learning component and a focus on women, gender, and/or sexuality
- 333, Advanced Seminar (two courses under this rubric)
- 392, Senior Seminar
- The remaining 8 credits may be chosen from gender studies courses at Mount Holyoke or elsewhere in the Five Colleges, or courses approved by the department.

Other

Topics and approaches emphasized in Gender Studies 221 (Feminist Theory) vary from semester to semester. Also, other courses may be substituted for this requirement, where indicated, but note that this will neither reduce the number of credits required for the major nor lead to a waiver of prerequisites for Gender Studies 333.

Permission to have a course other than Gender Studies 290 fulfill the field placement/community-based learning requirement is given by the department chair.

This course may be taken outside the gender studies department. The requirement may not be fulfilled by an internship or an independent study.

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 or 221, Feminist Theory
- The remaining 12 credits (of which 8 must be above the 100 level and 4 must be at the 300 level) may be chosen from gender studies courses or courses approved by the department.

Course Offerings

101fs Introduction to Gender Studies

By approaching the discipline with particular interest on the impact of women and men of color on the field of gender studies, this course is designed to introduce students to social, cultural, historical, and political perspectives on gender and its construction. Through discussion, writing and collaborative projects, we explore the intersections among gender, race, class, sexuality, and disability in multiple settings and contexts. Taking an interdisciplinary approach to a variety of questions, we will consider thematic topics in gender studies, with particular emphasis on the importance of race.

Meets Social Sciences III-A requirement
B. Judd, C. Heller, E. Rundle
4 credits

117f First-Year Seminar: Women, Politics, and Activism in U.S. History

(First-year seminar; writing-intensive course; Same as History 101) How have women both used and rejected the power of the United States government to pursue their visions of a just world? This seminar examines the history of women's activism and political lead-

ership in the United States and elsewhere under U.S. rule. African American freed-women, white woman suffragists, Italian immigrant anarchist-feminists, Puerto Rican labor activists, builders of an international women's movement, Civil Rights leaders, advocates of gay marriage, and housewives who organized for change on the right as well as on the left are among the women whose movements and political initiatives we will study.

Meets Humanities I-B requirement

M. Renda

Prereq. fy; 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

The department

Prereq. Gender Studies 101; 4 credits

204fs Women and Gender in the Study of Culture

Fall 2013

**204f(2) Double Takes: Women's Artistic Production in Contemporary Latin America* (Same as Spanish 240-01) As women perform gender, so too do they perform culture. In this course we will explore the links between gender and modern Latin American culture through a study of nineteenth through twenty-first century feminist critical theories and self-representations. We will look at the construction of the female subject and her double, or "other," through travel writing, political writing, revolutionary testi-

monies, plays, and letters alongside the plastic arts. In addition to primary texts and media, we will read gender and queer theory to disentangle the complexity of women's representations as they intersect with race, class, ethnicity, and sexuality. Students will produce creative projects as well as essays as part of the course.

Meets Humanities I-A requirement

T. Daly

Prereq. Spanish 212 or permission of instructor; Taught in Spanish; 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

***204f(4) 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(5) 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

Spring 2014

204s(1) Assault, Rape and Murder: Gendered Violence from Medieval to Contemporary Spain

(Speaking- and writing-intensive course; Same as Spanish 230-02) This survey course will review the complex interaction of gender and violence as a personal and institutional issue in Spain from Medieval times to the present. What are the ideological and socio-cultural constructs that sustain and perpetuate violence against women? What are the forms of resistance women have put into play? Among the texts, we will study short stories by Lucanor (thirteenth century) and María de Zayas (seventeenth century), song by Bebé and movie by Boyaín (twentieth century), contemporary news (twenty-first century), and laws (from the thirteenth century to the present).

Meets either language requirement or Humanities I-A requirement

N. Romero-Díaz

Prereq. Spanish 212 or permission by instructor; 4 credits

204s(2) Twentieth-Century American Women Writers

(Same as English 271) This course examines the work of a variety of twentieth-century women writers located in the United States, focusing on the genre of prose fiction and the themes of gender, race, and sexuality. Particular attention will be paid to developments in African American women's writing, to South-

ern writers, and lesbian literary representation. Writers may include Gwendolyn Brooks, Willa Cather, Kate Chopin, Zora Neale Hurston, Nella Larsen, Carson McCullers, Flannery O'Connor, Gertrude Stein, Alice Walker, Edith Wharton, and Hisaye Yamamoto.

Meets Humanities I-A requirement

E. Young

Prereq. soph, jr, sr; English 240, 241, or 270 recommended; 2 meetings (75 minutes); enrollment may be limited; 4 credits

204s(3) Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater (Taught in English; Same as Asian Studies 215, Theatre Arts 234) 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

Prereq. Gender Studies 101 or permission from instructor; 4 credits

**204s(4) Rebels and Radicals: Feminist Art and Literature in Latin America*

(Speaking- and writing-intensive course; Same as Spanish 230) Taught in Spanish. In this course, we will explore the links between gender and modern Latin American culture through a study of nineteenth through twenty-first century feminist critical theories and self-representations. We will look at the construction of the female subject through travel writing, political writing, revolutionary testimonies, plays, and films. We will disentangle the complexity of women's representations as they intersect with race, class, and sexuality and think about the ways that femi-

nist cultural production has contributed to social movements in Latin America. Students will produce creative projects as well as essays.

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement

T. Daly

Prereq. Spanish 212 or permission of instructor; 4 credits

**204s(5) Through Women's Eyes*

(Same as Russian and Eurasian Studies 252-01) 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 and Eurasian Studies 251 or the equivalent of 5 semesters' study of Russian language, or permission of the instructor; 4 credits

**204s(7) Gender and Animality*

(Speaking- and writing-intensive course; Same as Critical Social Thought 204) Are animals persons? Subjects? Do they have gender? Important shifts in public opinion have taken place concerning the moral, legal, and affective status of animals, yet liberal Academia still marginalizes the "animal question." In this course, we will draw on feminism's engagement against speciesism to chart diverse forms of human/non-human companionship. The analytic categories of gender and species will be examined side by side for their usefulness in understanding a world in which we no longer approach the human as the great exception. We will consider theory, fiction, films, art work, and the internet in approaching post-human concepts of life, personhood, and subjectivity.

Meets Humanities I-A requirement

C. Gundermann

Prereq. Gender Studies 101; 4 credits

206fs Women and Gender in the Study of History

Fall 2013

206f(1) U.S. Women's History since 1890

(Same as History 276) 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

M. Renda

4 credits

Spring 2014

*206s(1) 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(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 pe-

riod, 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) 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 2013

210f(1) Women and Gender in Islam

(Same as Religion 207s-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

The department

4 credits

Spring 2014

*210s(1) Women and Philosophy

(Same as Philosophy 249) This course will focus on three topics to which feminist thinking has made important philosophical contributions: pornography, objectification,

and consent. We will draw on a variety of philosophical resources, ranging from liberal and feminist political theory, to speech act theory. We'll be looking at work by Simone de Beauvoir, Ronald Dworkin, Sally Haslanger, Rae Langton, Catharine MacKinnon, Martha Nussbaum, and others. The goal will be to see how careful philosophical thought can help us with pressing issues of gender.

Meets Humanities I-B requirement

E. Vavova

4 credits

210s(2) Women and Buddhism

(Same as Religion 241) This course examines the contested roles and representations of Buddhist women in different historical and cultural contexts. Using a variety of ethnographic, historical, and textual sources, the course investigates both the challenges and opportunities Buddhist women have found in their religious texts, institutions, and communities.

Meets multicultural requirement; meets

Humanities I-B requirement

S. Mrozik

This course counts toward the Asian Studies majors and minors.; 4 credits

**210s(6) Women in American Religious History*

(Same as Religion 218) 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

***212f Women and Gender in the Social Sciences**

Fall 2013

**212f(1) Psychology of Women*

(Speaking-intensive course; Same as Psychology 211) 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(2) Abnormal Psychology: Perspectives on Disorders*

(Same as Psychology 222) This course will provide an overview of psychological disorders and research on the etiology and treatment of these disorders. The course will consider and evaluate the concept of "abnormality" with particular emphasis on intersections of mental health and disorders with culture, race, class, and gender.

Meets Social Sciences III-A requirement

A. Douglas

Prereq. 100-level psychology course; soph. jr. sr.; 4 credits

**212f(3) 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. so, jr; fy with permission of the instructor; Gateway course for the thematic minor on Memory.; 4 credits

***216s Women and Gender in Sport**

216s 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 2013

221f(A) Feminist and Queer Theory

We will read a number of key feminist texts that theorize sexual difference, and challenge the oppression of women. We will then address queer theory, an offshoot and expansion of feminist theory, and study how it is both embedded in, and redefines, the feminist paradigms. This redefinition occurs roughly at the same time (1980s/90s) when race emerges as one of feminism's prominent blind spots. The postcolonial critique of feminism is a fourth vector we will examine, as well as anti-racist and postcolonial intersections with queerness. We will also study trans-theory and its challenge to the queer paradigm.

Meets Humanities I-A requirement

C. Gundermann

Prereq. so,jr,sr; 4 credits

**221f(B) Feminist and Queer Theory through Film*

(Same as Film Studies 290f-01) We will be reading a number of key feminist texts that theorize the construction of sexual difference, and challenge the oppression of women. We will then address queer theory,

an offshoot and expansion of feminist theory, and study how it is both embedded in, and redefines, the feminist paradigms. This redefinition occurs roughly at the same time (1980s/90s) when race emerges as one of feminism's prominent blind spots. We will study these shifts through the analysis of a few moving pictures, or, to put it differently: all you always wanted to know about feminism, but didn't think to ask filmmakers such as Almodóvar, Hitchcock, Jarman, Pasolini, Varda, and others.

Meets Humanities I-A requirement

C. Gundermann

Prereq. soph, jr, sr; 4 credits

221f(C) 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

Spring 2014

221s(A) Feminist and Queer Theory

We will read a number of key feminist texts that theorize sexual difference, and challenge the oppression of women. We will then address queer theory, an offshoot and expansion of feminist theory, and study how it is both embedded in, and redefines, the feminist paradigms. This redefinition occurs roughly at the same time (1980s/90s) when race emerges as one of feminism's prominent blind spots. The postcolonial critique of feminism is a fourth vector we will examine, as well as anti-racist and postcolonial intersections with queerness. We will also study trans-theory and its challenge to the queer paradigm.

Meets Humanities I-A requirement

C. Gundermann

Prereq. so,jr,sr; 4 credits

***241s Women and Gender in Science**

241s 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 2013

250f(1) Land, Transnational Markets, and Democracy in Women's Lives and Activism

This course will address the predicaments of women who must negotiate local contexts shaped by transnational markets, changing patterns of agriculture and agro-forestry, and struggles over indigenous land rights. How have arguments about democracy shaped the struggles women take up locally, nationally, and transnationally in opposition to corporate power, national policies, and supranational agencies such as the World Trade Organization?

Meets Social Sciences III-A requirement

C. Heller

4 credits

Spring 2014

250s(1) Sexual and Reproductive Rights in Latin America

(Same as Politics 255-01) Since the 1990s Latin America has witnessed increasing societal and political debates over sexual and reproductive rights. Issues such as abortion, gay marriage, transgender rights, sexual education, and assisted reproductive technology have risen to the top of political agendas after decades of silence, taboos, and restrictive or nonexistent legislation. The course provides a survey of sexual and reproductive rights in Latin America highlighting the disparities within the region and analyzing the multiple factors behind current policies.

Meets Social Sciences III-A requirement

C. Fernandez-Anderson

4 credits

**250s(3) 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

290fs Field Placement

(Community-Based Learning course; speaking-intensive course) This course presents an opportunity for students to apply gender theory to practice and synthesize their work in gender studies. Connections between the academy and the community, scholarship and social action will be emphasized. Students will arrange for a placement at a non-

profit organization, business, or institution that incorporates a gender focus. A weekly seminar with other students provides a structured reflection forum to analyze experience and methods.

Does not meet a distribution requirement

M. Ackmann, E. Rundle

Prereq. Gender Studies 101, either 201 or 221;

Students are required to work with the instructor over the Summer to secure their internship placement. Internships must be in place by the first week of the semester.; 4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. soph; 1-4 credits

333fs Advanced Seminar

Fall 2013

***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-Díaz

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(16) "Uncommon Women" Conquer the World: Archival Memories Come to Life**

(Speaking- and writing-intensive course; Same as German 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 Humanities I-A requirement

G. Wittig Davis

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/300level.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(A) Emily Dickinson in Her Times

(Same as English 359) 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. 8 credits in English or 8 credits in Gender Studies; 1 meeting (3 hours) in Amherst; 4 credits

**333f(B) Anthropology of Reproduction*

(Same as Anthropology 306) This course covers major issues in the anthropology of reproduction, including the relationship between production and reproduction, the gendered division of labor, the state and reproductive policy, embodied metaphors of procreation and parenthood, fertility control and abortion, cross-cultural reproductive ethics, and the social implications of new reproductive technologies. We examine the social construction of reproduction in a variety of cultural contexts.

Meets multicultural requirement; meets Social Sciences III-A requirement

L. Morgan

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

333f(C) Black Gender: Womanhood and Manhood in the African American Community

(Same as Africana Studies 323) This course engages with issues in popular culture, scholarship, and art that negotiate the complex terrain of black gender. We question the concepts of manhood and womanhood and their intersection with racial constructs as categories of personhood through the critical gaze of African American studies and gender studies. Black gender is identified as the ways in which gender, for African Americans, is always mediated by race.

Meets Social Sciences III-A requirement

B. Judd

Prereq. Gender Studies 101; 4 credits

**333f(F) 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 Gender Studies or permission of instructor; 4 credits

**333f(G) Race, Gender, and Empire: Cultural Histories of the United States and the World*

(Same as History 301f-04) Recent cultural histories of imperialism—European as well as U.S.—have illuminated the workings of race and gender at the heart of imperial encounters. This course will examine the United States' relationship to imperialism through the lens of such cultural histories. How has the encounter between Europe and America been remembered in the United States? How has the cultural construction of "America" and its "others" called into play racial and gender identities? How have the legacies of slavery been entwined with U.S. imperial ambitions at different times? And what can we learn from transnational approaches to "the intimacies of empire?"

Meets Humanities I-B requirement

M. Renda

Prereq. jr, sr, 8 credits in history or gender studies, or permission of the instructor; 4 credits

333f(H) *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; 4 credits

333f(P) *The Shakers*

(Same as Religion 332) This course will examine the historical and cultural creation of the Shaker society. Shakers were convinced that celibacy was the primary teaching of the Christian message. In the process, they reconfigured traditional understanding of God and Christ to include major female components, and they constructed a series of communities, built worlds, to reflect a new social and political order. Their music, art, and extensive visionary material also carries their understanding of gender relations and sexual activity (or lack thereof) into all areas of life in America. They were patriotic, but did not vote; were pacifists, anti-slavery, and communitarian.

Meets Humanities I-B requirement

J. Crosthwaite

Prereq. 8 credits in Religion, or 8 credits in Gender Studies, or permission of Instructor.; 4 credits

333f(Q) *Gender and Domestic Labor*

(Same as Psychology 319-01) 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 to get permission to enter the course.; 4 credits

333f(S) *Gender and Class in the Victorian Novel*

(Same as English 323) This course will investigate how representations of gender and class serve as a structuring principle in the development of the genre of the Victorian novel in Britain. We will devote significant attention to the construction of Victorian femininity and masculinity in relation to class identity, marriage as a sexual contract, and the gendering of labor. The texts chosen for this course also reveal how gender and class are constructed in relation to other axes of identity in the period, such as race, sexuality, and national character. Novelists will include Dickens, Eliot, Gaskell, C. Bronte, and Hardy. Supplementary readings in literary criticism and theory.

Meets Humanities I-A requirement

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

333f(U) *Latina/o Immigration*

(Same as Latin American Studies 387) The course provides an historical and topical overview of Latina/o migration to the United States. We will examine the economic, political, and social antecedents to Latin American migration, and the historical impact of the migration process in the U.S. Considering migration from Mexico, Central America, and the Caribbean, we will discuss the social construction of race, the gendered nature of migration, migrant labor struggles, Latin American-U.S. Latino relations, immigration policy, and border life and enforcement. Notions of citizenship, race, class, gender, and sexuality will be central to our understanding of the complexity at work in the migration process.

Meets multicultural requirement; meets Humanities I-A requirement
D. Hernández
 4 credits

333f(W) *Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers* (Speaking- and writing-intensive course; Same as Spanish 330) (In Spanish) With the growth of Afro-Latin American literary studies, there has been a growing interest in the recovery and the study of works by women of African descent. This course will examine the intersections of ethnic, cultural, national, class, sexual, and gender identities in representative texts (poems, short stories, essays, testimonios, and film) by Afro-Latina and Afro-Latin American women. We will discuss the construction and meaning of "race," color, and racialized gender roles. Secondary objectives include the development of research and writing skills and rudimentary orientation on various regional ethnic and feminist, cultural, and post/neocolonial theories.

Meets multicultural requirement; meets Humanities I-A requirement
D. Mosby
Prereq. Two 200-level Spanish courses above Spanish 212; 4 credits

333f(X) *Slanted Subjects: Queer Theories and Literatures in Latin America* (Speaking- and writing-intensive course; Same as Spanish 350) (In Spanish) This class will interrogate the limits and possibilities of talking about a slanted or queer subject position with the context of Latin American literature. Looking at texts from the Caribbean, Central America and South America, we will explore the construction of a queer subjectivity through literature, film and visual art. We will pay careful attention to the intersections of class, race, gender, and sexuality to speak of queerness not only as a sexual orientation, but also as a decolonial intervention. Readings will draw from philosophy as well as literature.

Meets multicultural requirement; meets Humanities I-A requirement
T. Daly
Prereq. Two 200-level courses in Spanish above Spanish 212 or permission of instructor; 4

credits

333f(Y) *Witches in the Modern Imagination* From the middle ages to the present day, witches have evoked both fear and fascination. Their fellowships (real or fantastic) challenged the prevailing power structures of church and state patriarchies and upset the ordered precepts of the modern world. This seminar offers an overview of the history of witchcraft in Atlantic cultures, with special attention to the early modern British and American colonial eras. We will examine figures of the witch in European art; religious and legal texts that document the persecution of sorcerers; and dramatic, literary, and cinematic representations of witches that have helped to shape our understanding of gender, nature, theatricality, and power.

Meets Humanities I-A requirement
E. Rundle
Prereq. Jr,Sr, Gender Studies 101, and required online application, preference to Gender Studies majors.; 4 credits

Spring 2014

*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/300level.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 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/300level.html>; Taught in French; 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/300level.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/300level.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/300level.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(E) Latina Feminisms

(Same as Latin American Studies 387) 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-riquenas, 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

333s(J) Gender, Food, and Agriculture in the Global Context

(Same as Anthropology 316s-02) 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; 4 credits

333s(K) Body Images and Practices in Religious Traditions

(Same as Religion 352) This seminar examines body images and practices in a range of religions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and indigenous traditions. Some of the topics we will discuss are religious exercise regimens, dietary laws, gender and sexuality, healing practices, religious icons, ordination, and slavery.

Meets Humanities I-B requirement
S. Mrozik
4 credits

333s(L) The Art of Fact: Writing the Lives of Women

(Writing-intensive course) This course will examine narrative nonfiction 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(M) 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; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

**333s(N) Women and Gender in Modern South Asia*

(Speaking-intensive course; Same as History 301) 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.S. Datla

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

**333s(O) Women, Politics, and Activism in the United States*

(Same as History 381) This seminar examines the changing relationship between women and politics in the United States. Focusing on women's activism in and out of formal political arenas, we will consider the conceptual and interpretive problems raised by the inclusion of women in American political history. Students will be expected to write a substantial essay based on original research.

Meets Humanities I-B requirement

M. Renda

Prereq. jr, sr, and 8 credits in History or Gender Studies or permission of instructor; 4 credits

333s(R) Mothers and Daughters

(Taught in English; Same as Romance Languages 375, Spanish 360, Italian 361, French 321) Study of this crucial and problematic relationship in modern novels and films from Romance cultures. Exploration of the mother-daughter bond as literary theme, social institution, psychological dynamic, and metaphor for female creativity. Readings include Western myths and diverse theories of family arrangements (Rousseau, Freud, Chodorow, Rich, Irigaray, Giorgio, Mernissi, Nnaemeka). Authors and films will be grouped cross-culturally by theme and chosen from among: Colette, Vivanti, Morante, Ernaux, Tusquets, Roy, Roig, Rodoreda, Martin Gaité, Ramondino, Pineau, Beyala, Bouraoui; films: Children of Montmartre (La maternelle); Indochine; The Silences of the Palace; My Mother Likes Women.

Meets Humanities I-A requirement

E. Gelfand

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

333s(T) Sex and the Early Church

(Same as Religion 306) 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 sexual-

ity 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

333s(V) Women Experimental Filmmakers
(Same as Film Studies 340) 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/300level.html>; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

333s(Z) Thinking through the Body: Messy Feminisms, Queer Transfections, Cross-Species Connections

The brain sends an impulse, the body executes it? Science examines, matter is inert? Men look, women are displayed? People train, dogs and horses obey? The sperm is mobile, the egg lays waiting? Spirit (leaders) infuse(s), nature (the masses) receive(s)? “Thinking through the body,” challenges these assumptions that some feminists see as coming from the stranglehold of masculinist Reason. Transfections are different ways of reaching into each other the esthetics, epistemologies, and politics of which we will explore. The sex wars, the AIDS crisis, the neo-baroque, translation theory, eating habits, and zoontologies are just some of the

contexts explored primarily through film, literature, and theory.

Meets Humanities I-A requirement

C. Gundermann

4 credits

392f Senior Seminar

This capstone course brings seniors together to think through relationships among empirical research, theory, activism, and practice in gender studies. Majors with diverse interests, perspectives, and expertise (and other seniors with substantial background in the field) will have the opportunity to reflect on the significance of their gender studies education in relation to their current work (including work in 333s, 390, 395), their academic studies as a whole, and their plans for the future. Course readings and discussion will be shaped by students in collaboration with the instructor.

Does not meet a distribution requirement

C. Gundermann

Prereq. Seniors only; 4 credits

395fs Independent Study

Does not meet a distribution requirement

The department

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

Geography

Professors Dunn (on leave fall 2013), Kebbede, McMenamin, Millette, Werner; Associate Professor Markley (*chair*); Assistant Professor Houston (on leave fall 2013).

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

Note: The requirements specified below apply to students declaring a geography major in 2012–2013 and beyond.

Credits

- A minimum of 36 credits

Courses

- Geography 105, World Regional Geography *and either*
- Geography 107, Introduction to the Physical Environment *or*
- Geography 108, Introduction to the Physical Environment with Lab

Any four of the following 200-level thematic and regional courses:

- Geography 202, Cities in a Global Context
- Geography 203/Geology 203, Surface Processes
- Geography 204 (ES 204), Human Dimensions of Environmental Change

- Geography 205, Mapping and Spatial Analysis
- Geography 206, Political Geography
- Geography 208, Global Movements: Migrations, Refugees, and Diasporas
- Geography 215, Geography of the Middle East and North Africa
- Geography 217, The African Environments
- ES 222, Evolution of North American Landscapes
- Geography 223, Renewable Energy
- Geography 224, Atmosphere and Weather
- Geography 225, People and Forests
- Geography 295, Independent Study

Any three 300-level courses, selected from the following:

- Geography 304, Regional and Town Planning: Special Topics
- Geography 311, Seminars: *Selected Topics*
- Geography 312, Seminars: *Selected Topics*
- Geography 313, Third World Development
- Geography 319, Africa: Problems and Prospects
- Geography 320, Research with Geospatial Technologies
- 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

Any three of the following 200-level thematic and regional courses:

- Geography 202, Cities in a Global Context
- Geology 203, Surface Processes
- Geography 204 (ES 204), Human Dimensions of Environmental Change
- Geography 205, Mapping and Spatial Analysis
- Geography 206, Political Geography
- Geography 208, Global Movements: Migrations, Refugees, and Diasporas
- Geography 215, Geography of the Middle East and North Africa
- Geography 217, The African Environments
- ES 222, Evolution of North American Landscapes
- Geography 223, Renewable Energy
- Geography 224, Atmosphere and Weather
- Geography 225, People and Forests

Any one of the following 300-level courses:

- Geography 304, Regional and Town Planning: Special Topics
- Geography 311, Seminars: *Selected Topics*
- Geography 312, Seminars: *Selected Topics*
- Geography 313, Third World Development
- Geography 319, Africa: Problems and Prospects
- Geography 320, Research with Geospatial Technologies
- Geography 322, Field Methods for Ecological Research
- Geography 395, Independent Study

Course Offerings

105fs World Regional Geography

This course surveys the major geographic regions of the world in terms of environmental features and resource distributions, economic mainstays, population characteristics, cultural processes, social relationships, and patterns of urbanization and industrial growth. In addition to these topical foci, we use various sub-fields of geography to animate different regions. This approach provides a

sense of depth while we also pursue a breadth of knowledge about the world.

Meets multicultural requirement; meets Social Sciences III-A requirement

G. Kebede, 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 the earth's energy balance, weather, ecological resources and human impacts on environmental systems.

Meets Science and Math II-C requirement

T. Millette

The lecture for this course meets at the same time as the lecture for Geography 108, but this course does not include a lab.; 4 credits

108f Introduction to the Physical Environment with Lab

A systematic introduction to the physical processes operating on the surface of the earth, their spatial variation and their contribution to the spatial patterning of life. The course stresses interactions among the earth's energy balance, weather, ecological resources and human impacts on environmental systems.

Meets Science and Math II-B requirement

T. Millette

The lecture for this course meets at the same time as the lecture for Geography 107, but this course includes a weekly lab.; 4 credits

*202s Cities in a Global Context

Cities are dynamic landscapes informed by myriad economic, political, social, environmental, and cultural processes. This course delves into the forces of urbanization and examines how cities have been investigated, built, experienced, and lived in throughout history and around the globe. By accenting a geographic perspective and drawing upon an array of theoretical ideas and empirical examples, this class grapples with the fascinating complexities of the urban context.

Meets multicultural requirement; meets Social Sciences III-A requirement

S. Houston

4 credits

205s Mapping and Spatial Analysis

Provides a comprehensive introduction to maps, including their design, compilation, and computer production. Introduces students to the principles of abstracting the Earth's surface into spatial databases using GIS, remote sensing, and Global Positioning Satellites.

Does not meet a distribution requirement

T. Millette

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

208s Global Movements: Migrations, Refugees and Diasporas

The voluntary and involuntary movement of people around the globe is the focus of this course on migrations, refugees, and diasporas. Questions of borders, nativism, transnationalism, the global economy, and legality thread through this course as we consider the many social, cultural, environmental, economic, and political factors shaping decisions to leave a home or homeland. Historical and contemporary case studies, compelling theoretical texts, and geographic perspectives on these topics collectively animate our discussions.

Meets multicultural requirement; meets Social Sciences III-A requirement

S. Houston

4 credits

***215s The Political Economy 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 land degradation, climate change, biodiversity and depletion, and conservation and development.

Meets multicultural requirement; meets Social Sciences III-A requirement

G. Kebbede

4 credits

223s Renewable Energy

Greater use of renewable energy is seen as a key component of any move to combat climate change, and is being aggressively promoted as such by the U.S. and other governments. Yet there is little economic analysis of renewable energy and a host of political hurdles. This course explores the economic and political dimensions of renewable energy and attempts to diagnose if decarbonization technology can be successful in terms of energy supply and security.

Meets Social Sciences III-A requirement

T. Millette

Prereq. Any 100-level geography course; 4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. soph and permission of instructor; 1-4 credits

304f Regional Planning - Special Topics: Urban and Regional Planning

This course examines in detail the fabric of urban and suburban settlement and commerce in the pre and post WW-II U.S. Field trips to the greater Springfield area are used to allow students to develop firsthand understanding of interactions between urban and suburban areas and to recognize the major

changes to the human landscape driven by suburbanization and urban abandonment.

Meets Social Sciences III-A requirement

T. Millette

Prereq. Any 200-level geography course; 4 credits

***311f-312s Seminars**

These seminars present selected topics in geography that reflect contemporary problems, current geographical ideas, philosophical and methodological trends in geography, and/or the history and development of geographical thought.

(Speaking- and writing-intensive course)

Meets Social Sciences III-A requirement

The department

Prereq. jr, sr, 1 class in department and 1 200-level class in related social sciences; 4 credits

313f Third World Development

(Speaking-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. jr, sr, 4 credits in Geography and 4 credits in related social sciences at 200-level; 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. Kebbede

Prereq. jr, sr, soph with permission of instructor; 4 credits in department and 4 credits at the 200 level in geography or related social science.; 4 credits

***320s Research with Geospatial Technologies**

Geographic Information Systems (GIS) and remote sensing are essential tools for geographic analysis in both the biophysical and social sciences. This course uses a semester-long project that includes field and laboratory instruction to allow students to develop hands-on skills with spatial data and analysis software. Students will be able to present potential employers with a portfolio containing examples of their ability to develop and execute a GIS/remote sensing application project.

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

399f Getting Ahead in Geology and Geography

(Same as Geology 399) This course provides support and mentoring for geology and geography majors as they pursue internships, summer jobs, independent research, and careers. Experiences will include: resume and communication workshops; self-reflection and sharing opportunities for students returning from internships, work experiences, and semesters abroad; guidance on preparing for, selecting, and applying to graduate school; information about careers in education and teacher licensure; and discussion of new research in geology and geography.

Does not meet a distribution requirement

M. Markley

Prereq. Geography or Geology Major or Minor; Course meets just before the Earth Adventures at Lunch talks; 1 credit

Geology

Professors Dunn (on leave fall 2013), Kebede, McMenamin, Millette, Werner; Associate Professor Markley (*chair*); Assistant Professor Houston (on leave fall 2013).

Contact Persons

Michelle Markley, *chair*

Cecile Vasquez, *senior administrative assistant*

The geology major offers students hands-on learning in the classroom, lab, and field. Intermediate- and upper-level courses are relatively small and explore geologic materials, physical and biological processes, and earth history and change. We recommend strongly, but do not require, courses in the cognate sciences (biology, chemistry, and physics), as well as calculus and/or statistics.

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. Geography, environmental studies, astronomy, and other geology courses in the Five Colleges and from abroad may also apply toward the major as electives or, in some cases, as substitutes for required courses.

Requirements for the Minor

Credits

The geology minor consists of any geology course at the 100 level (100, 101, 102, 103, 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

100f Physical Geology

From earthquakes to landscapes, deserts to glaciers, lignite 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. Additional spaces may open during the first week of classes.; 4 credits

101s 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 cover 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. 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

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

103f 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

115s First-Year Seminar: 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 emergence of animals has been called the Cambrian Explosion. We will examine what this means for our understanding of evolutionary theory.

Meets Science and Math II-C 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. Students must have a one-year high school earth science class or any 100- or 200-level geology course or Geography 107.

Meets Science and Math II-B requirement

S. Dunn

4 credits

203f Surface Processes

The surface of the Earth is a history book of past environmental change. Every hill and valley, every erosional feature and every deposit is the result of processes acting at the Earth's surface. In this course we study these processes (e.g. glaciers, rivers, slopes, coastlines, windblown sand, frozen ground, cave formation, soil development) to better understand how they work and to understand the resulting landforms and deposits. With this understanding we can then observe different landforms and deposits and infer past processes (environments of deposition). Fieldwork and trips allow students to explore first-hand 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 required.; 4 credits

211s Uranium

From the A-bomb to zircon, uranium has revolutionized humanity's destructive potential and wisdom about time. Uranium is the planet's heaviest naturally occurring element, and it transforms by both radioactive decay and nuclear fission. This course uses computer modeling to explore these two transformations and what we make of them, specifically: the age of the earth, high-precision dating of recent geologic and climate events, nuclear power, nuclear weapons, plutonium production, and the uniquely long-term challenge of nuclear waste disposal and storage.

Meets Science and Math II-C requirement

M. Markley

Prereq. Any course in Chemistry, Geology, Math, or Statistics; 4 credits

224s Paleontology-Stratigraphy

This course provides an intensive study of fossils, fossil preservation, relationships between major groups of organisms, depositional environments, sediments, sedimentary rocks, and the processes of sedimentation. We will employ the principles of stratigraphic analysis and correlation to interpret ancient environments and paleoclimate, reconstruct paleogeography, and probe the characteristics of sedimentary basins. Laboratory exercises and field trips will introduce a variety of analytical techniques used to study sedimentary rocks.

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 are required to 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**

This course covers mineralogical and chemical compositions, classification, genesis, and mode of occurrence of igneous and metamorphic rocks paying special attention to the relationships between rock-forming processes and global plate tectonics; labs involve the study of representative rock suites in hand specimen and thin section, introduction to analytical techniques, 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. one 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****334f 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 computer modeling of earth systems. Writing and speaking assignments focus on critical analysis of recently published research, proposal writing and the design and testing of earth science hypotheses.

*Meets Science and Math II-B requirement**M. Markley**Prereq. Any one of the following courses:**Geology 100, 101, 201, 203, 224, Biology 223, 226 or Environmental Studies 200; 4 credits****341f Seminars**

Seminars offer directed study and discussion of one or more selected topics in geology. Topics vary from year to year.

*Does not meet a distribution requirement**The department**Prereq. 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 13-22, 2014. A participation fee is required. Students will be responsible for researching particular topics and presenting a final report.

*Does not meet a distribution requirement**S. Dunn, A. Werner**Prereq. two geology courses and permission of instructor; 1 meeting (3 hours) and nine-day*

field trip (Thursday March 13-Saturday, March 22, 2014); enrollment limited; 4 cr; 4 credits

395fs Independent Study

Does not meet a distribution requirement

The department

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

399f Getting Ahead in Geology and Geography

(Same as Geography 399) This course provides support and mentoring for geology and geography majors as they pursue internships, summer jobs, independent research, and careers. Experiences will include: resume and communication workshops; self-reflection and sharing opportunities for students returning from internships, work experiences, and semesters abroad; guidance on preparing for, selecting, and applying to graduate school; information about careers in education and teacher licensure; and discussion of new research in geology and geography.

Does not meet a distribution requirement

M. Markley

Prereq. Geology or Geography Major or Minor;

Course meets on Fridays from 11-12:00 in

Clapp 327 just before the Earth Adventures at

Lunch talks.; 1 credit

German Studies

The major in German studies is administered by the Department of German Studies: Professors Wittig Davis (*chair*), Remmler; Senior Lecturers Van Handle (on leave spring 2014), Lauer (on leave 2013–2014); Visiting Assistant Professor Holden; Visiting Lecturer Meirosu; Visiting Senior Lecturer Schuetz (spring 2014).

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 and prepares its students for diverse career paths by integrating curricular and experiential learning. We aim to lead our students to what is called “translingual and transcultural competence,” a proficiency that is essential in all fields in today’s globalized world. Our students initially delve into the full spectrum of German cultural studies, with the opportunity to focus on particular areas of interest to them. On advanced projects, we cooperate with colleagues at Mount Holyoke or the Five Colleges who are experts in, for example, film studies, economics, science, history, politics, art, music, philosophy, and literature. Significantly, our students thereby acquire the skill of “cultural translation” so essential in all areas from business to diplomacy to international science. This means understanding the logic of another culture’s way of articulating and doing things and expressing it in one’s own culture’s terms. Finally, our graduates gain a much deeper grasp of their own languages and cultures, a much more substantive level of self-awareness of their own traditions and values.

Language learning in our program, then, emphasizes at all levels the interrelationship be-

tween target language and culture and native language and culture; self and community; curriculum and career. We also consistently explore the global interconnections between German and European cultures. We provide opportunities for students to integrate their interest in other subjects with material in our upper-intermediate and advanced-level courses. Furthermore, we encourage our students to seek experiential learning by participating in our exchanges with the Universities of Bonn, Leipzig, Potsdam, and the Berlin School of Economics and Law, and combine study with internship experience.

Following the credo of Mary Lyon, the department has a proud tradition of connecting its rigorous curricular program with career exploration opportunities for students. We have most loyal and committed alumnae who are very willing to support current students. So we have consciously built an alumnae network to provide current students with assistance when searching for internships or employment either in the U.S. or internationally. Finally, we strive to remain up to date, and provide students with optimal support during the application process, regarding stipend and internship opportunities in science, business, politics, journalism, film, and the arts—to name but a few—as well as study, research, and teaching fellowships abroad.

German studies majors graduating from Mount Holyoke College have used the analytical, cultural, and linguistic competence they acquired to pursue a wide range of careers in international affairs, banking, business, publishing, journalism, radio and television broadcasting, law, government, education, medicine, and other sciences. As suggested above, a dedicated 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.

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, economics, psychology, philosophy, politics, art, music, film, and other fields related to German and European culture.

Our entire curriculum, then, supports the study of the German language within its European and global cultural and historical contexts and is adapted to the individual student's background, style, and pace of learning. To facilitate such learning, the department has proved a pioneer in creatively employing the use of technology throughout its curriculum, from elementary courses to advanced seminars. Technology, moreover, serves several learning goals: students acquire marketable skills in learning how to create substantive multimedia projects; students with certain learning styles may improve their comprehension by specific types of media use; and accessibility is afforded other students who could otherwise not participate in classes. In addition, all our courses focus on developing critical reading, speaking, and writing skills. As of the upper-intermediate level, students practice specific transcultural forms of oral presentations accompanied by brief position papers in bullet-point format, both of which are equally important professionally as in graduate schools.

Class time focuses on interpersonal communication among students and with the instructor, and among students and peer assistants from Germany. From the beginning, students learn strategies for understanding German speakers in a variety of

contexts, on many levels, and in diverse situations. When selecting course content materials, we focus on our students' goals in studying German. Even in Elementary German students can start reading brief science texts or a paragraph from an economics journal or Freud essay. In weekly conversation sessions, peer assistants from Germany provide opportunities for informal conversations. All courses are conducted in German, except first-year seminars and 231. However, students in these courses may receive credit toward the German studies major or minor by enrolling in a complementary two-credit speaking and writing course (German Studies 232).

The major in German studies, therefore, integrates learning inside and outside the classroom, the development of language skills with the study of the social, economic, and cultural developments in the German-speaking countries, in the past and present and within a larger transnational context.

Requirements for the German Studies Major

Credits

- A minimum of 32 credits beyond 201, of which at least 12 must be at the 300 level in the German Studies Department.

Courses

- 220/221 or, as of fall 2013, 221 (4 credits) and at least one topics course, 223/224 or, as of fall 2013, 223 (4 credits). Students are strongly encouraged to enroll in the 2-credit companion courses 215f and 216s, Sprechen, Schreiben, Lesen, along with 221 or 223 if they have not completed either the former 4-credit 220 or the new 221 course. 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, or, as of fall 2013, 221 and 223.
- Three courses at the 300 level, including an advanced-level topics course, 315 or

323, and the senior seminar, 325, to be completed during the 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 during a year of study abroad with approval of the chair.) 315 and 325 may be taken more than once as long as topics do not overlap.

- Eight additional credits beyond 201
- Courses in Topics in German and European Studies in a Global Context (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 participate in a German discussion session, i.e., enroll in 232, 332, the 2-credit discussion course taught in German which complements German courses taught in English (100 or 231 or 331).

As culture is constructed and expressed through language, students are expected to conduct their work in the department and as much work as possible outside the department in the German language.

In conjunction with their advisors, students plan an individualized program of study suited to their interests and backgrounds. To ensure breadth of background and context, we strongly encourage students to include at least one course each relating to the eighteenth, nineteenth, and twentieth centuries. To ensure depth, students may focus on a specific topic, period, or century. Courses about Germany or Europe taught in other departments or programs may be selected from such fields as anthropology, art, critical social thought, economics, environmental studies, European studies, film studies, gender studies, history, history of science, international relations, Jewish studies, music, politics, philosophy, psychology, religious studies, sociology, and theatre arts. Students should focus their work in these courses on issues relating to German-speaking countries

and consult with the department to choose appropriate courses.

Requirements for the Minor

The minor in German studies is intended to provide a focused introduction to the language and culture of German-speaking countries within a larger transnational context. It leads to a basic level of translingual and transcultural competence.

Credits

- A minimum of 16 credits beyond German Studies 201 and at least one 4-credit course at the 300 level in the German Studies Department

Courses

- 220/221, as of fall 2013, 221 (4 credits), and at least one topics course, 223/224, as of fall 2013, 223 (4 credits). Students are strongly encouraged to enroll in the 2-credit companion courses 215f and 216s, Sprechen, Schreiben, Lesen, along with 221 or 223 if they have not completed either the 4-credit 220 or 221 course. 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, or, as of fall 2013, 221 and 223.
- 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 within a Global Context (231) are not normally part of the minimum minor of 16 credits within the department. Students may earn credit in German if they read texts in the original, write their papers in German, and participate in a German discussion session, i.e., enroll in 232, the 2-credit discussion course taught in German which complements German courses taught in English (100 or 231 or 331).

Teacher Licensure

Students interested in pursuing licensure in the field of German studies can combine their course work with a minor in education. In some instances, coursework in the major coincides with coursework required for licensure; in other cases, it does not. For more information, please consult your advisor, the chair of the German studies department, and the "Teacher Licensure" page on the German studies website: <http://www.mtholyoke.edu/acad/german/programs.html>. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Study and Internships Abroad in German-Speaking Countries

The junior year in Germany is open to both majors and non-majors. To be appropriately prepared for study in Germany, students who wish to participate should have studied German continuously, at least one course each semester, during their first and second years. Majors spending the junior year in a German-speaking country with a program approved by the department and the McCulloch Center for Global Initiatives normally satisfy some of the minimum requirements of their major while abroad. By completing appropriate course work, including written work, students majoring in German may transfer the equivalent of one course per semester at the 300 level and additional credits at the 200 level. Minors spending the junior year in a German-speaking country with a program approved by the department and the McCulloch Center for Global Initiatives may bring back the equivalent of one course at the 300 level and one course at the 200 level. Upon their return, students are required to participate in at least one course per semester in the department so that faculty can evaluate them based on work

done in the senior year when writing recommendations for graduate school or employment opportunities.

The department has exchange programs with the Universities of Bonn, Leipzig, and Potsdam. In addition, the department participates in the College's exchange with the Berlin School of Economics and Law. The chair and other faculty will assist each student with selecting an individually appropriate opportunities. See above and the department's study abroad Web page for more details:

http://www.mtholyoke.edu/global/major_german.html. Our students frequently spend time abroad, either in their junior year or in the summer. They also take advantage of diverse internship opportunities at: German investment banks or brokerage firms, science laboratories, hospitals, newspapers, intercultural agencies, schools, radio and television stations, museums, libraries, archives, and other places of professional interest to them.

Our graduating seniors have consistently been awarded such highly regarded national and international graduate fellowships as DAAD (German Academic Exchange Service), Fulbright, PAD (Pädagogischer Austauschdienst), Congress/Bundestag Fellowship for Young Professionals, Bundestag Internship Program (Internationale Parlaments-Praktika Internship Programm), CDS Emigré Parliamentary/Cultural Vistas Internships, and internships with the European Union.

For New Students

Placement

The Department of German Studies will review the course selection of all entering students, taking into consideration school and AP records together with the answers to the questionnaire at <http://www.mtholyoke.edu/acad/german/place ment.html>.

All students with prior knowledge of German who plan to elect German in either semester must complete this questionnaire carefully. Final course placement will be based on the

following considerations: the student's specific training in German, the results of the student's online placement exam, and scheduling possibilities. Students should take the online placement exam prior to registration, if possible. It is available at <http://www.mtholyoke.edu/acad/german/place ment.html>.

Students contemplating spending all or part of their junior year in Germany should elect German in the first semester of their first year, since two continuous years of German in college are normally required for junior-year programs in Germany.

Courses that satisfy the College language requirement only are designated as such. Other courses can satisfy either the language requirement or fulfill a Humanities I-A distribution requirement.

German Studies 100, the first-year seminar, and German Studies 231, Topics in German and European Studies in a Global Context, are writing-intensive courses taught in English. Both courses are open to first-year students.

Course Selection

Students in Groups II–IV are required to take the online placement exam. Students may choose their courses according to the following guidelines, but all students are encouraged to consult with the chair of the department during the summer or upon arrival on campus. Email: 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 in the fall, or German Studies 103 in the spring. German Studies 101f–102s is a yearlong Elementary German course; German Studies 103 is an intensive course that covers two semesters (one year) in one semester.

Group II: Students who have studied German for more than one year but for fewer than four years, or who feel they need a comprehensive review of grammar, should elect German Studies 201. Students entering in the

spring who have studied German for one or two years may choose German Studies 102 in consultation with the chair.

Group III: Students with three or four years of study in German should ordinarily elect 221, The Diversity of German Culture: Close-Ups and Long Shots 1800 to the Present. Students with four or more years of German or extensive experience living in a German-speaking country or speaking German, should ordinarily elect German Studies 223 (Topics in German and European Studies in a Global Context) based on the results of the placement exam.

Group IV: Other students with previous training in German should consult with the department chair (gdavis@mtholyoke.edu) 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. Meirosu, 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 exer-

cises, as well as weekly conversation sessions with a peer assistant from Germany supplement class work.

*Does not meet a distribution requirement
The department, 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

103s Intensive Elementary German

Two semesters in one. Practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of Internet resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Online grammar and listening comprehension exercises, as well as weekly conversation sessions with peer assistant from Germany supplement class work.

Meets language requirement; does not meet a distribution requirement

A. Holden

4 meetings (75 minutes) plus required conversation session (50 minutes); 8 credits

201f Intermediate German

(Speaking- and writing-intensive course)

This course emphasizes further development of contextual reading, writing, and speaking skills in German. Focus on strategies that help students learn vocabulary and use grammatical structures in appropriate ways. Discussion of a variety of texts and genres, as well as exploration of topics such as immigration and social justice. Frequent writing assignments and speaking opportunities.

Meets language requirement; does not meet a distribution requirement

D. Van Handle

Prereq. German Studies 101 & 102, or 103, or permission of instructor; Meets Language requirement; does not meet a distribution requirement; 4 credits

215f Lesen, Schreiben, Sprechen

(Speaking-intensive course) Intensive practice in reading, writing, and speaking German. Students will write short essays on topics of their choosing, in addition to application letters and a sample resumé for an in-

ternship or job in Germany. We will focus also on developing reading strategies and on improving students' ability to converse colloquially, idiomatically, and formally in German. Readings on popular culture, music, as well as current political, social, cultural, historical, and economic issues in the German-speaking world, reflecting student interest and academic focus. Students engage in a variety of speaking activities such as presentations, role-playing and simulations, pair work, and group discussions.

*Does not meet a distribution requirement
D. Van Handle*

Prereq. German Studies 201; Students in German Studies 221fs or 223fs are strongly encouraged to enroll in German Studies 215f or 216s for additional language practice and review along with the focus on culture studies topics in 221 and 223.; 2 credits

216s Lesen, Schreiben, Sprechen II

(Speaking-intensive course) Intensive practice in reading, composing, and discussing critically German texts from diverse media and a variety of disciplines. Based on students' interests and academic focus, essays, articles on popular culture, short literary texts, music, and online media may focus on current political, social, cultural, historical, and economic issues in Germany, Austria, Switzerland, and German-language cultures in Eastern Europe. Students continue the work in German Studies 221 and 223: writing textual analyses, articulating cross-cultural oral reports, constructing convincing arguments. Participation in speaking activities, presentations, role-playing, pair work, and group discussions.

Does not meet a distribution requirement

A. Holden

Prereq. previous knowledge of German; Students in German Studies 221fs or 223fs are strongly encouraged to enroll in German Studies 215f or 216s for additional language practice and review along with the focus on culture studies topics in 221 and 223.; 2 credits

220s Stories and Histories: German Culture from 1945 to the Present

(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

Prereq. Previous study of German; 4 credits

221f The Diversity of German Culture: 1800 to the Present

(Speaking- and writing-intensive course)

This course highlights diversity as characteristic of German culture and society in the present and the past, contrary to the popular image of German cultural homogeneity. Hitler's nationalistic *völkisch* myth propagated this historical fiction that had already begun with the 1871 political "unification from above." We investigate the many forms of diversity in the German-speaking area: political, social, economic, ethnic, gender identifications, sexual orientations, abilities. Close readings of films, printed texts, and a variety of other media help us discover the changing forms of *Vielfalt*. Introduction to trans-cultural writing and speaking, also in preparation for abroad experiences.

Meets either language requirement or Humanities I-A requirement

G. Wittig Davis

Prereq. Previous study of German, normally equivalent to 3 semesters of college German, or permission of instructor; students in 221 are normally expected to enroll in the complementary two-credit course, Sprechen, Schreiben, Lesen I or II (German Studies 215f or 216s); 4 credits

223fs Topics in German Studies

This course examines the cultural, political and social developments from 1800 to 1940 by investigating a significant topic in the German tradition and its interconnections to larger transnational context. The selection of materials is exemplary rather than compre-

hensive and is based on thematic, historical, generic and other units.

Fall 2013

223f(1) Flights of Fantasy, Fits of Madness

(Speaking- and writing-intensive course) An introduction to the study of nineteenth and twentieth century German literature, designed to develop skills in oral and written expression and the fundamentals of literary analysis. In this course we will closely read and discuss texts both entertaining and startling that deal with the mysteries of the human mind and with journeys experienced or imagined. Authors discussed include: the Brothers Grimm, Theodor Storm, Joseph Eichendorff, Novalis, Arthur Schnitzler, Franz Kafka, Heinrich von Kleist, Bettina von Arnim, E.T.A. Hoffmann, Annette von Droste-Hülshoff, Heinrich Heine, Sigmund Freud.

Meets either language requirement or Humanities I-A requirement

A. Holden

Prereq. previous study of German; 4 credits

Spring 2014

223s(1) Herta Müller and Eastern European Immigrant Authors in Austria and Switzerland

(Speaking- and writing-intensive course) 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

A. Holden

Prereq. previous study of German; 4 credits

***224f Tutorial in German Culture: Visions: Homage to German Women Directors**

(Speaking- and writing-intensive course)
Focus on the discussion and analysis of films by German women directors, especially since the New German Cinema. Emphasis on developing writing and speaking skills by revising work prepared for German Studies 223, and by composing oral presentations with position papers for both German and U.S. academic and employment-sector audiences.
Does not meet a distribution requirement

G. Wittig Davis

Prereq. Previous study of German; 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.; 2 credits

232fs German Studies Tutorial for Courses Taught in English

Focus on developing discussion and reading skills in German, and revising and editing papers, or media projects, composed in German for German studies courses taught in English.

Fall 2013

***232f(1) Introduction to Nineteenth-Century Critical Social Thought**

(Speaking-intensive course) Close reading and translation workshop based on texts in German pertaining to GRMST-231: Introduction to Nineteenth-Century Critical Social Thought. An introduction to some of the great critical voices of the nineteenth century. We will explore the ideas of such mutinous thinkers as Karl Marx, Friedrich Nietzsche, Sigmund Freud, and Franz Kafka, focusing on the style as well as the substance of their works and the circumstances that provoked them to write and/or that their writings helped provoke. The course will highlight the tension between appearance and reality, the dialectic of domination and subordination, and the place of reason and irrationality in social life.

K. Remmler

Prereq. one year of college-level study of German; majors/minors in the department and students interested in earning German

credit should simultaneously enroll in both German Studies 231 and German Studies 232(01); 2 credits

Spring 2014

232s(1) Trans*gender and Queer German Cinema: From Third Sex (1919) to Trans-Papa (2012)

(Speaking- and writing-intensive course)
Films, readings, and discussion in German using materials related to those in German Studies 231.

G. Wittig Davis

Prereq. Previous study of German; To satisfy the Foreign Language Requirement, students must simultaneously complete GRMST 232 (2 cr.) taught in German and GRMST 231 (4 cr.) taught in English. To avoid unnecessary duplication and ensure cross-cultural discussion, writing and reading requirements of 231 will be changed, and adjusted, to 232 writing and reading requirements in 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 German from Curriculum to Career**

(Speaking- and writing-intensive course) Familiarizes students with oral and written discourses in reading, writing, and speaking. Students focus on in-depth analyses of writing and speaking patterns in current newspaper and magazine articles. Thematic foci include Germany's Soziale Marktwirtschaft, Germany's responsibilities and political and economic agenda within the European Union, and Germany's political and economic ties to Asia. Material based on most recent articles, news reports, and debates. Frequent text-oriented exercises emphasize students' individual progress in light of different language and learner profiles and different student needs.

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 Culture in a Global Context: Taboo-Breakers: Censors and the Filming of Brecht, Kafka, Hesse, the Manns

(Speaking- and writing-intensive course; Same as Film Studies 370-02) This course studies selected filmmakers from Weimar to the present who have filmed literary texts and evoked the wrath of the censors: Sternberg's *Blue Angel*, H. Mann's *Professor Unrat* with Dietrich as the New Woman; Dudow/Brecht's Proletarian film, *Kuhle Wampe*, censored for including an abortion; Szabós 1981 film of Klaus Mann's 1936 novel *Mephisto*, banned to protect actor Gustav Gründgens from a questionable Third-Reich past. Also, works by Kleist, Storm, Fontane, Hesse, Kafka, and Thomas Mann inspired filmmakers like Fassbinder, Huntgeburth, and Haneke, not only because they broke existing taboos but also by foregrounding current issues such as globalization, alienation, terrorism, and homophobia.

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; Film studies students interested in studying the material in English should contact the instructor for permission to enroll in 395 independent studies.; 4 credits

***323f Topics in German Studies: German Culture from 1800 to 2000: Visions and Discoveries That Transformed the Present: Voices of Makers and Filmmakers**

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. (Speaking- and writing-intensive course; Same as European Studies 323) (Speaking- and writing-intensive; The "long 19th century," with the political explosion of the French Revolution and the scientific explosion of the steam engine, burst into modernity, defining itself and the "short 20th

century" in manifold areas: science, economics, politics, art, literature, education. Controversial values are attributed to concepts like secularization, nation-building, industrialization, and democratization. We will analyze representations in film and text of such discoveries and visions, e.g., in bacteriology, environmentalism, political and social upheaval, the concept of a democratic nation state, Marx's theories, Bismarck's German unification, the social-security system, and women's movements.

Meets either language requirement or Humanities I-A requirement
G. Wittig Davis

Prereq. Previous study of German; 4 credits

325s Senior Capstone Seminar: Topographies of Berlin: Case Studies in the Meaning of Space, Places, and Identity

This seminar is designed to explore the nature of our field of inquiry in theory and practice. 1) All students read texts exploring such questions as: What does German Studies mean? What is interdisciplinary work? What role does literature play in culture studies? What is the relationship between language and the construction of culture? Why learn German vis a vis "global English"? What meanings have been attributed to the terms "culture" and "civilization"? 2) Students pursue independent research connecting German studies and another major academic field of interest, respond critically to each others' work, and lead discussions. (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: Germans outside Germany: German-Language Cultures in Europe

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.

(Speaking- and writing-intensive course)

Readings and discussion in German using materials related to those in GRMST 331.

Does not meet a distribution requirement

A. Holden

Prereq. Previous study of German, normally equivalent to 3 semesters of college German; or permission of instructor.; To satisfy the Foreign Language Requirement (or Humanities I-A requirement), students must simultaneously complete GRMST 331 (4 cr.) taught in English and GRMST 332 (2 cr.) taught in German. To avoid unnecessary duplication and ensure cross-cultural discussion, writing and reading requirements of GRMST 331 will be changed, and adjusted to GRMST 332 writing and reading requirements in German.; 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, 231, and 331 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, 231, and 331 simultaneously enroll in the 2-credit complementary course, German Studies 232 (or 332 with 331).

100f Hollywood Meets Germany: From Marlene Dietrich and Billy Wilder to Sandra Bullock and George Clooney

(First-year seminar; speaking- and writing-intensive course; taught in English; Same as Film Studies 101-01) We will explore the dynamic story shared by German and U.S. cinema. In the 1920s, Hollywood lured German directors; in the 1930s, Hitler ensured that German-speaking creative talent left for Hollywood film. Weimar Cinema brought to the movies expressionism; animation; monsters like Nosferatu, and the film noir; science-fiction films like *Metropolis*, which influenced *Blade Runner*; movies promoting liberalized views of gender and sexuality; and social satires like *Blue Angel* echoed in *Cabaret*. Since the 1970s, German films have won Oscars, and currently George Clooney, Michael Douglas, Christoph Waltz, and John Woo are filming in Babelsberg-Berlin, the world's oldest surviving studio site.

Meets Humanities I-A requirement

G. Wittig Davis

Prereq. fy; 4 credits

231fs Topics in German and European Studies in a Global Context

An introduction to critical reading, writing, and arguing skills, emphasizing the practice of oral and written strategies for discussing and analyzing printed and film texts and the reader's responses to them.

Fall 2013

**231f(1) Introduction to Nineteenth-Century Critical Social Thought*

(Speaking-intensive course; taught in English; Same as Critical Social Thought 250) An introduction to some of the great critical voices of the nineteenth century with emphasis on their relevance for contemporary issues. We will explore the ideas of such mutinous thinkers as Karl Marx Friedrich Nietzsche, Sigmund Freud, Fyodor Dostoyevsky, W.E.B. Du Bois and Franz Kafka focusing on the style as well as the substance of their works and the circumstances that provoked them to write and/or that their writings helped provoke. The course will highlight the tension between appearance and reality, the dialectic of domination and subordination, and the place of reason and

irrationality in social life. Case studies of contemporary issues with attention to the impact of 19th century thinkers on critical theory in the 20th and 21st centuries also round out the course.

Meets Humanities I-A requirement

K. Remmler

Prereq. so, jr, sr, or permission of instructor; Students with one or more years of college-level German may opt for German 232, a tutorial in close reading and translation of the German texts related to the material in 231. Students with no previous study of German are encouraged to take German 101 or 103 to complement this course.; 4 credits

**231f(2) Transforming Visions: Homage to German Women Filmmakers* (Speaking-intensive course; taught in English; Same as Film Studies 220f-03) Focus on the discussion and analysis of films by German women directors from Lotte Reiniger, pioneer of animation films, and Leni Riefenstahl, controversial director and mythmaker of the Third Reich, to such trailblazing women directors of the New German Cinema as Margarethe von Trotta, Jutta Brückner, and Helma Sanders-Brahms. Moreover, we will attempt to determine whether more recent women directors like Doris Dörrie or Caroline Link, including those of migration background like Yasemin Samdereli, developed special (trans)gendered and transnational gazes that led them to focus so frequently on variations of (tragi)comedy in film.

Meets Humanities I-A requirement

G. Wittig Davis

Taught in English. Students with previous knowledge of German are encouraged to enroll in German Studies 223 instead. 2 meetings (75 minutes) and 1 screening (2 hours); 4 credits

Spring 2014

*231s(1) Trans*gender and Queer German Cinema: From Third Sex (1919) to Trans-Papa (2012)*

(Speaking- and writing-intensive course; taught in English; Same as Film Studies 270-01) Classic German cinema, 1919-1933, anticipated many present-day gender debates. In educational films, tragedies, travesties, and

comedies, many of which were re-made later (*Girls in Uniform*; *Victor Victoria*), Weimar Cinema questioned binary definitions of gender, and represented gay and lesbian sexual orientations as standard forms of human sexuality. We will study the link from Weimar to the present through films like Rosa von Praunheim's *It Is Not the Homosexual Who Is Perverse, But the Society in Which He Lives* and *The Einstein of Sex*, his biography of Magnus Hirschfeld, gay scientist and founder of the Institute of Sexual Science; and 2011-12 films by young women directors, Bernardi's *Romeos*, Mettke's *Transpapa*. *Meets Humanities I-A requirement*

G. Wittig Davis

If time conflict with the screening session, please contact the instructor for alternate arrangements. Only meets language requirement if student simultaneously completes GRMST 232. Majors/minors in German Studies and students interested in German credit should simultaneously enroll in both GRMST 231 and GRMST 232 (2 cr.) taught in German.; 4 credits

331s Topics in German and European Studies in a Global Context: Germans outside Germany: German-Language Cultures in Europe

This seminar is designed to explore theoretically and practically the nature of our field of inquiry. We explore such questions as: What does German studies mean? What is interdisciplinary work? What role does literature play in culture studies? What is the relationship between language and the construction of culture? What meanings have been attributed to the terms of "culture" and "civilization?" Texts from a variety of disciplines. Students write term papers on topics related to their major field(s) of interest.

(Taught in English) This course offers an introduction to the history and literature of German-language cultures in Austria, Switzerland, and Eastern Europe. The focus is on the role that topographical locations and socio-historical circumstances of German-language writers outside Germany, but inside geopolitical constructs like: World War II, the Holocaust, neutrality, immigration, and communist dictatorships play for an understanding of national, cultural, and personal

identity formation. Authors discussed include two Nobel Prize Winners in Literature, Elfriede Jelinek and Herta Müller, and Max Frisch, Urs Widmer, Ilse Aichinger, Franz Kafka, Doron Rabinovich, Ingeborg Bachmann, Peter Handke, Richard Wagner.

Meets multicultural requirement; meets Humanities I-A requirement

A. Holden

Prereq. No knowledge of German required; To avoid unnecessary duplication and ensure cross-cultural discussion, writing and reading requirements of GRMST 331 will be changed, and adjusted to GRMST 332 writing and reading requirements in German. To satisfy the Foreign Language Requirement (or Humanities I-A requirement), students must simultaneously complete GRMST 331 (4 cr.) taught in English and GRMST 332 (2 cr.) taught in German.; 4 credits

History

The major and minor in history are administered by the Department of History: Professors Czitrom, Gudmundson, Hanson (*chair*), King, Lipman, McGinness, Schwartz, Straw; Associate Professors Datla, Morgan, Renda; Assistant Professors DeLucia, Fitz-Gibbon, Sbaiti; Visiting Assistant Professor Gilsdorf.

Contact Persons

Holly Sharac, *senior administrative assistant*
Holly Hanson, *chair (fall 2013)*
Jeremy King, *chair (spring 2014)*

Requirements for the Major

Credits

- A minimum of 36 credits, no more than half of which may be at the 100 level

Courses

- One course each from three different regions, chosen from the following: Africa, Asia (including the Middle East), Europe, Latin America, North America
- A minimum of three 300-level courses, to include: (1) one research seminar, taken in the department (any course numbered between 302–394); and (2) two additional 300-level courses, of which only one may be History 395.
- One course with substantial content in a period prior to 1750

Other

- 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.

101f Foundation

Fall 2013

101f(1) The Civil Rights Movement

(First-year seminar; writing-intensive course; Same as Africana 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. Morgan

Prereq. fy; 4 credits

101f(2) On Fraud, Forgery, Bunk, and Bad History

(First-year seminar) This course examines why we are susceptible to bad history, how history is used and abused, how forgeries and imaginative recreations of the past like *The Da Vinci Code* become accepted as truthful even after they have been debunked, why forgery is so pervasive, and how to discern between "the good, the bad, and the ugly" in the writing of history. The course examines a variety of media (historical works, novels, newspapers, videos, artworks, movies, etc.).

Meets Humanities I-B requirement

F. McGinness

Prereq. fy; 4 credits

101f(3) Women, Politics, and Activism in U.S. History

(First-year seminar; writing-intensive course; Same as Gender Studies 117) How have women both used and rejected the power of the United States government to pursue their visions of a just world? This seminar examines the history of women's activism and political leadership in the United States and other places under U.S. rule. African American freedwomen, white woman suffragists, Italian immigrant anarchist-feminists, Puerto Rican labor activists, builders of an international women's movement, Civil Rights leaders, advocates of gay marriage, and housewives who organized for change on the right as well as on the left are among the women whose movements and political initiatives we will study.

Meets Humanities I-B requirement

M. Renda

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.

111s The Making of the Modern Middle East

Survey of the factors shaping principal political, economic, and social life in the Middle East and North Africa from the eighteenth through the twentieth centuries. Examines multiplicity of societies, customs, and traditions; British, French, and U.S. imperialism; the creation of modern states; development of nationalist, socialist, and Islamist wars and the geopolitics of oil. Throughout, special attention will be devoted to the changes affecting the lives of individuals and social groups like women, workers, and peasants.

Meets Humanities I-B requirement

N. Sbaiti

4 credits

115s The Medieval World

The course will provide an introduction to the history of the Middle East and Europe from the decline of the Roman empire through the aftermath of the Black Death. The period is best known for dividing the Mediterranean into Christian and Islamic worlds, but Europe and the Middle East were united by geography, intellectual traditions, economic trends, and, above all, the shared challenges of maintaining monotheisms in a world reluctant to conform with the standards of sacred texts. In addition to the diffusion of Christianity, Rabbinic Judaism, and Islam, we will explore parallels and divergences in the political, economic, social, and cultural histories of Europe and the Middle East.

Meets Humanities I-B requirement

S. Gilsdorf

Meets history department pre-1750 requirement; 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

Meets history department pre-1750 requirement; 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 Rome and those that came in contact with it as it rose to be-

come the dominant power in the Mediterranean: their history, war, trade and technology, religion, republican government and imperial administration, slavery, economics and the Roman family. Special emphasis will be given to the growth of Rome and its empire. Sources include Polybius, Sallust, Livy, Suetonius, Tacitus, Seneca, Plutarch, and others.

Meets Humanities I-B requirement

G. Sumi

Meets history department pre-1750 requirement; 4 credits

*129 The Middle Ages: 300 to 1300

This course offers a survey of the politics, society, and daily life of medieval people, defining the medieval vision and analyzing its components: the legacies of Rome, the barbarians, and the Church as they affected political, social, economic, and cultural spheres. Topics include the growth of kingship, technology and feudalism, monasticism, popular culture, courtly love, and the image of women.

Meets Humanities I-B requirement

The department

Meets history department pre-1750 requirement; 4 credits

130s Introduction to Chinese Civilization: Traditional China

A survey of the social, political, and cultural world of premodern China. Emphasis will be placed on the evolution and contrasts of elite and popular culture and the nature of change in an agrarian state. Readings will be drawn from Confucian, Taoist, and Buddhist traditions, classical poetry and fiction, and the history of social and political movements.

Meets multicultural requirement; meets Humanities I-B requirement

J. Lipman

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

151fs Modern and Contemporary European Civilization

Surveys the major movements and developments in Europe during the era of European expansion and dominance—from the devastations of the Thirty Years War to the Second World War—and up to the current era of European Union. Topics include: the French Revolution and the birth of nationalism; the scientific and industrial revolutions; the modern history of international relations; imperialism, fascism, the Holocaust, the two World Wars, and the present and potential roles of Europe at the dawn of the twenty-first century.

Meets Humanities I-B requirement

R. Schwartz, J. King

Professor Schwartz's section of History 151 meets the history department's pre-1750 requirement; 4 credits

155s History of Modern Britain, 1688 to the Present

Britain has long been considered an exemplary modern nation, credited, for example, with the world's first industrial economy, modern institutions of representative politics, a vibrant public sphere, a powerful war and welfare state, and one of the largest empires in world history. Using a combination of primary and secondary source readings, classroom lectures and discussions, and various written assessments, this course will ask how modern imperial Britain was made and how this history relates to the broader currents of world history.

Meets Humanities I-B requirement

D. Fitz-Gibbon

4 credits

161f British Empire and Commonwealth

This course is an introduction to the expansion, consolidation, and eventual disintegration of the modern British Empire in the nineteenth and twentieth centuries. We will examine this history with an eye to understanding the causes of empire, and its effects. Themes include formal and informal imperialism, the emergence of anti-colonial nationalism, the roles of gender and culture, and the legacies of British colonialism. We will discuss British attitudes and policies toward empire, and toward particular colonies, what role empire played in the growth of the British economy, in short, how colonial ideologies and practices were shaped and in turn affected vast regions of the globe.

Meets multicultural requirement; meets

Humanities I-B requirement

D. Fitz-Gibbon

4 credits

170f The American Peoples to 1865

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

C. DeLucia

Meets history department pre-1750 requirement; 4 credits

171s The American Peoples since the Civil War

This class introduces the history of the United States from Reconstruction to the present. Our themes include: America's evolving relationship to the world; the evolution of racial, gendered, and class identities through work, politics, and culture; the growth of the federal government; and the changing meaning of politics and citizenship through social protest: the Old Left and the New Left, the Civil Rights movement, Women's and Gay Liberation movements, the

New Right and the rise of the evangelical movement.

Meets Humanities I-B requirement

D. Czitrom

4 credits

180fs Introduction to Latin American Cultures

(See Latin American Studies 180)

Meets multicultural requirement; meets

Humanities I-B requirement

L. Gudmundson, The department

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.

203s The Writing of History: Strategies, Dark Secrets, and Dangers

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

Meets history department pre-1750 requirement; 4 credits

***204s Issues in Islamic History: Classical Islamic Civilization**

(See Religion 205)

Meets multicultural requirement; meets

Humanities I-B requirement

A. Steinfels

Meets history department pre-1750 requirement; 4 credits

206f 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

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

221f The Civilization of the Renaissance in Italy

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*), arti-

sans, 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

Meets history department pre-1750 requirement; 4 credits

231f Tokugawa Japan

This course narrates Japan's transformation from a chaotic set of warring states (mid-sixteenth century) into a highly urbanized, literate, cultured but nonetheless feudal state—the Tokugawa enfeigned over 200 feudal lords (daimyō). From this un-modern foundation, nineteenth-century samurai and their allies created a “Japan” capable of leaping into the modern world after 1868. Reading secondary and primary sources, students will deepen their understanding of what scholars call “early modern Japan,” looking at socioeconomic processes and their interaction with politics. We will consider gender, literacy, local and central power, agricultural and artisanal production, and foreign relations.

Meets multicultural requirement; meets Humanities I-B requirement

J. Lipman

Meets history department pre-1750 requirement; 4 credits

232f Special Topics in Medieval History

Fall 2013

232f(1) Medieval and Early Modern England

Meets Humanities I-B requirement

S. Gilsdorf

4 credits

***232f(2) 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 mer-

chants 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

Meets history department pre-1750 requirement; 4 credits

234s The Atlantic World

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the “Atlantic World” as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the fifteenth to the nineteenth century, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans, and Africans. It will introduce both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens.

Meets multicultural requirement; meets Humanities I-B requirement

C. DeLucia

Meets history department pre-1750 requirement; 4 credits

235f Native American History through 1865

This course surveys Native American history from ancient times through the U.S. Civil War, tracing the ways that tribal communities have shaped North America. Beginning with the diverse indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands. It moves through the early modern era of European scientific exploration and “discovery” of a New World, and the pivotal violences of the “Indian Wars” of

the seventeenth, eighteenth, and early nineteenth centuries.

Meets multicultural requirement; meets

Humanities I-B requirement

C. DeLucia

Meets history department pre-1750

requirement; 4 credits

***237 Disturbances: War, Violence, and the Aftermath of Conflict in Early North America**

What are the origins of violence? What counts as violence: outright bloodshed, or more subtle forms of coercion and domination as well? This course extends the definition of violence beyond conventional military engagements, and discusses "Indian War" captivities, Native slavery, ritual torture, persecution of Quakers and witches, and the mass-scale deaths and dislocations caused by the transatlantic slave trade. The course concludes with the American Revolution and moral arguments for the just use of force, and an assessment of the complexities of waging peace.

Meets Humanities I-B requirement

C. DeLucia

Meets history department pre-1750

requirement; 4 credits

240f The Holocaust in History

An attempt at understanding the Nazi-led assault on Europe's Jews. Course units include an exploration of origins, both German and European; an analysis of the evolving mechanics of genocide (mobile killing squads, death camps, etc.); comparisons (Germany proper vs. Poland, the Holocaust vs. other instances of state-sponsored mass murder); legal dimensions; and an introduction to the politics of Holocaust remembrance since 1945.

Meets Humanities I-B requirement

J. King

4 credits

***248s Science, Revolution, and Modernity**

(Same as Critical Social Thought 248) Introduces critical analysis of science and technology by tracing the historiography of the Scientific Revolution. The significance of this extended intellectual episode has been assessed in radically different ways throughout the intervening centuries. As such, it

provides a fertile ground on which to pose and answer important questions about science and its role in society. What does it mean to regard science as 'revolutionary'? How are scientific developments shaped by, and how do they shape, the social, economic, and political worlds in which they are embedded? How is our contemporary understanding of science and technology influenced by the stories we tell about the past?

Meets Humanities I-B requirement

D. Cotter

Prereq. so, jr, or permission of instructor;

Gateway course for minor in Conceptual

Foundations of Science; 4 credits

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

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

Meets history department pre-1750

requirement; 4 credits

255s Ideas and Society in Modern Europe: City Life in Modern Europe, 1750-1950

"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

257f Research Methods in History, Environmental Change, and Public Health (Same as Environmental Studies 257) An introduction to interdisciplinary research methods in history, social science, and the digital humanities, using conceptions of nature, environmental change, and public health as themes for investigation. Topics include the collection, organization, and analysis of information from databases, printed materials, and research notes, as well as bibliographic management. Computer-assisted analysis of textual information and GIS will be introduced to study agricultural change, industrialization, urbanization, and their impacts on public health during the nineteenth and early twentieth centuries in Europe and the United States.

Meets Humanities I-B requirement

R. Schwartz

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

259s Empire, Race, and the Philippines (Speaking- and writing-intensive course) Is the United States an “empire”? Today, U.S. political, military, and economic involvement in many parts of the world, such as the Middle East, makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the twentieth century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, postcolonialism, neo-colonialism, crony capitalism, globalization, and militarism. Requirements include two exams and a final paper.

Meets multicultural requirement; meets

Humanities I-B requirement

R. Chu

4 credits

260f Topics in the Recent History of Europe

Fall 2013

260f(1) From Habsburg to Hitler: Bohemian Politics, 1848-1945

This course explores the complex, often comic, and ultimately tragic history of Bohemia, a territory located today in the Czech Republic, but previously a part of the Habsburg Monarchy, then of Czechoslovakia, and then of Hitler’s Third Reich. Students will complement historical studies with autobiographical material and contemporary fiction, beginning with the Revolution of 1848, progressing through the achievements and worrisome trends of Emperor Francis Joseph’s 68-year reign, and concluding with the world wars. Emphasis on the interplay among Czechs, Germans, Jews, and other pivotal players: the House of Habsburg and its supporters, and the political elites of neighboring countries.

Meets Humanities I-B requirement

J. King

4 credits

260f(2) Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917-1953

(Taught in English; Same as Russian and Eurasian Studies 244) The Bolshevik Revolution of 1917 marked the coming of totalitarianism to Russia. Led first by Lenin and then by Stalin, the country went through the most brutal civil war, purges, World War II, and the first stages of cold war. This period also saw immense social change and sweeping economic transformation. What were the causes of totalitarianism in Russia? How did the regime function? What were the major landmarks of Russian history in the period 1917-1953?

Meets Humanities I-B requirement

C. Pleshakov

4 credits

*273s The Inheritance of Iran: The Iranian World from Antiquity to the Middle Ages

This course examines the equally profound continuities and discontinuities in the history of Iran from the Achaemenids to the Mongols. We will trace the rise of the ancient Iranian empires and their promotion of Zoroastrianism before turning to the Arab,

Turkish, and Mongol conquests and the Islamization of Iranian society. In addition to exploring patterns of religious, cultural and social change in Iranian history, we will discuss the extent to which the inheritance of antiquity in Iran, Central Asia, and beyond constituted a discrete unity—an Iranian world—within the medieval Middle East. Sources will include classics of Persian and Arabic literature, not least the *Book of Kings*.
Meets Humanities I-B requirement

R. Payne

4 credits

274s Blacks in the North, Revolution to Reconstruction

Slavery existed throughout the U.S. at the time of the American Revolution; afterwards, gradual emancipation plans freed the children of the formerly enslaved in the northern states. Runaways from the South increased their numbers. These nineteenth-century African Americans built the first edifices of freedom, chiefly through the institutions of family and religion, and furnished both leaders and foot soldiers for the abolitionist movement. They acted in the hope that their efforts would end slavery and bring full citizenship for black people. We will examine their unique contributions to the history of freedom, and the many obstacles they faced as they mobilized for emancipation.

Meets multicultural requirement; meets Humanities I-B requirement

L. Morgan

4 credits

276f U.S. Women's History since 1890

(Same as Gender Studies 206) This course introduces students to the major themes of U.S. women's history from the 1890s to the present. We will look both at the experiences of a diverse group of women in the U.S. as well as the ideological meaning of gender as it evolved and changed over the twentieth century. We will chart the various meanings of womanhood (for example, in relation to motherhood, work, the domestic sphere, and sexuality) along racial, ethnic, and class lines and in different regions, and will trace the impact multiple identities have had on women's activism.

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 blacks, the crisis of the nineteenth century, and the effect of the Civil War.

Meets multicultural requirement; meets Humanities I-B requirement

L. Morgan

Meets history department pre-1750 requirement; 4 credits

282s African American History from Emancipation to Obama

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. Morgan

4 credits

283f Topics in the Recent History of the United States: The United States since 1945: We Didn't Start the Fire

These courses are designed for students with a background in American history who wish to focus attention on developments since the late nineteenth century.

The United States emerged from the Second World War as the most powerful nation on earth. This course explores American political, cultural, and social life in the postwar era, with an eye toward helping students gain a firmer understanding of contemporary issues and conflicts in our nation and around

the world. Topics include birth of the national security state, the Cold War at home and abroad, popular culture and consumer society, the civil rights struggle, the political and cultural rebellions of the 1960s, the resurgence of conservatism, and America's changing relationship to the world in the post Cold War era. Students will have the opportunity to do a research paper on the topic of their choice.

Meets Humanities I-B requirement

D. Czitrom

4 credits

286s America 1900

An in-depth exploration of American culture, politics, and society at the turn of the twentieth century, from roughly the 1890s to World War I. Through readings, films, lectures, and discussions, we will examine several of the key transformations propelling the U.S. into the modern era: the boom and bust of industrial capitalism; the creation of legal segregation; the origins of modern mass media; the impact and experience of the New Immigration; tensions between urban and small town culture; the imperial project abroad; Progressive reform and more radical visions at home. Students will pursue "event centered" research, using primary and secondary sources, exploring topics of their choice.

Meets Humanities I-B requirement

D. Czitrom

4 credits

287s Topics in Latin American Studies: Afro-Latin America: From Slavery to Invisibility (See Latin American Studies 260)

Meets multicultural requirement; meets

Humanities I-A requirement

L. Gudmundson

4 credits

289f Slavery in the Americas

(See Latin American Studies 289)

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

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 some 300-level history courses is by written application and permission of the instructor. Students may apply online at https://www.mtholyoke.edu/acad/history/300-level_application.

301f Colloquium

Fall 2013

301f(1) 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. Morgan

4 credits

301f(2) History of Energy

(Speaking- and writing-intensive course) We live in an age of energy crises, in which the future of energy is questioned in countless headlines and Twitter feeds. Often our energy agony accompanies other assumptions about energy's past, in particular the idea that social change invariably follows the discovery of new energy technologies. From food to fuel

cells, this colloquium charts a more complicated and interesting history, a history in which people have continually shaped and made meaningful the energies that fuel the modern world. It will be of particular interest to students in history and environmental studies and to those interested in the social study of science and technology.

Meets Humanities I-B requirement

D. Fitz-Gibbon

Prereq. 8 credits in history and permission of instructor; 4 credits

301f(3) *The Middle East and World War I*

This course examines the Middle East within the context of the First World War. This relatively understudied yet historically pivotal moment cemented new imaginings of both nation and state, with consequences for population movements, changing political compasses, personal identities, and new social, cultural, economic, and religious formulations. Topics include democratic and social movements; the impact of war, famine, and genocide; the nuances of anti-colonialism; the rise of Arab nationalism, Zionism, and other nationalisms; Islamic movements; and the seeds of labor, communist, and women's movements. We will read relevant historiography and also closely investigate relevant primary sources.

Meets multicultural requirement; meets

Humanities I-B requirement

N. Sbaiti

Prereq. History 111 or equivalent, plus one additional history class, and 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 some 300-level history courses is by written application and permission of the instructor. Students may apply online at https://www.mtholyoke.edu/acad/history/300-level_application.

322s *Eternal Rome: The Renaissance City in Mind, Myth, and Imagination*

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.

(Same as Medieval Studies 300-01) 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. 2 courses (8 credits) in history, preferably one dealing with ancient or Renaissance Rome; meets history department pre-1750 requirement; 4 credits

331s *Asian History: China's Tumultuous Twentieth Century*

Research Seminar: A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.

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. 8 credits in department and permission of instructor; 4 credits

361s Modern Europe: The Nineteenth Century: Darwin

Research Seminar: A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.

(See Biological Sciences 308)

Meets Humanities I-B requirement

S. Rachootin

Prereq. Biology 226 or History 248; 4 credits

365s Modern Europe: The Twentieth Century: The Other Europe since Stalin

Research Seminar: A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.

A charting of the paths taken by Poland, Czechoslovakia, and Hungary from the post-totalitarian regimes of the '60s through the fall of the Berlin Wall and on to membership in the European Union. Topics include strategies of political control and opposition, the uses of consumer culture, breaks and continuities between Communist and liberal capitalist orders, and national particularities to the regional project of undoing dictatorship. Sources reach from the elite to the everyday, and extend to film and fiction. Methods are comparative and interdisciplinary. Students not majoring in history are welcome.

Meets Humanities I-B requirement

J. King

Prereq. 8 credits in history; 4 credits

373s Cartography and Exploration in Early North America

Research Seminar: A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.

This course examines the history of mapping: what maps show, and what places the practice of cartography tends to erase, distort, or conceal. It focuses on the landscapes of early North America, where the representation and use of space was hotly contested by Natives, European settlers, and Africans. The course's topics include indigenous mapping traditions and concepts of sacred space, European navigational strategies during the

"Age of Discovery," early urban planning, and scientific/military depictions. The course will teach strategies for employing maps as primary sources, and ways of understanding the historical and ideological circumstances of their production and circulation.

Meets multicultural requirement; meets

Humanities I-B requirement

C. DeLucia

Prereq. jr, sr, or permission of instructor; meets history department pre-1750 requirement; 4 credits

***375f American History: The Middle Period: Age of Emancipation**

Research Seminar: A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.

This seminar examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups - freed-people, ex-masters, northern policymakers, wage laborers, and African American women, for example - will be covered. African American viewpoints and histories will receive particular emphasis.

Meets multicultural requirement; meets

Humanities I-B requirement

L. Morgan

4 credits

381f Recent American History: America since the Great Depression

Research Seminar: A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.

This 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. 8 credits in history, preferably U.S. history; permission of instructor; 4 credits

389s Agrarian America: Sugar, Cotton, Coffee, Wheat

(See Latin American Studies 389)

Meets Humanities I-B requirement

L. Gudmundson

Prereq. 8 credits in Latin American Studies or history, 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

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 Ferraro (politics), Hashmi (international relations), Jones (Russian and Eurasian studies), Kebede (geography), Khory (politics), King (history), Lipman (history), Paus (economics) Western (international relations); Associate Professor Datla (history); Assistant Professors Adelman (economics), Doerr (international relations), Houston (geography), Reiter (politics), Schmeiser (economics).

Contact Persons

Linda Chesky-Fernandes, *senior administrative assistant*
TBA, *chair*

The Department of International Relations (IR) focuses on the myriad and complex interactions of human beings across state boundaries. It aims to provide students a global perspective on the origins of the current international system, the salient concerns in international relations today, and the emerging challenges humanity will face in the years ahead. These goals can best be achieved through an interdisciplinary approach, drawing upon the theoretical insights and empirical knowledge of several disciplines, including economics, geography, history, and political science. International relations majors are expected to complete a course of study that includes introductory core courses in each of these fields, a course in research methods, as well as advanced courses in a number of more focused tracks. They are expected to attain a level of proficiency in a foreign language that will allow them to do basic research in it. They are also encouraged to study abroad during their junior year. The department strives to educate informed citizens and thoughtful leaders for our emerging global society.

Requirements for the Major

Credits

- A minimum of 40 credits

- 12 credits must be at the 300 level and undertaken in at least two disciplines. These courses must be taken at Mount Holyoke or another of the Five Colleges. Only 4 credits of independent work can count toward the requirement for courses at the 300 level.

Courses

The following courses are required:

- One of the following: Economics 213, Economic Development or Economics 218, International Economics. Please note that the Department of Economics requires Economics 110, Introductory Economics, or Economics 103, or Economics 104 as a prerequisite for Economics 213 and 218.
- One of the following: Geography 105, World Regional Geography or Geography 206, Political Geography. Students with high school preparation in geography should take Geography 206.
- One of the following: History 151, Modern and Contemporary European Civilization or History 161, British Empire and Commonwealth
- Politics 116, World Politics

These introductory courses provide the foundation for more advanced course work in the IR major. Therefore, they should all be completed within the first five semesters at Mount Holyoke.

- IR 200, Research Methods—intended for IR majors in their sophomore year.

Focus

- Each student's major must have a focus, consisting of at least 12 credits in two different disciplines, only 4 credits of which may be independent study. Students may elect one of the following five foci: global commons, international institutions, international peace and security, international political economy, or international ethics. They may also design a focus, with

the approval of their advisor and the chair.

Foreign Language Requirement

- Each student is expected to possess or acquire proficiency in a foreign language up to the intermediate level. This ordinarily requires two semesters of language study beyond the minimum requirements of the College, or four semesters in total.

Study Abroad

- Students are encouraged to spend at least one semester studying abroad during their junior year. A suitable program and course of study should be chosen with the help of the student's advisor.

Honors Work

- The department reserves its honors for majors who successfully complete a thesis in their senior year. Seniors writing a thesis must enroll in IR 395, Independent Study for two semesters.

Other

- Students should read the IR Handbook for Students carefully for more information on all requirements listed above. The handbook is available online at the IR website and in the IR office.
- Soon after declaring their major, students should plan individual programs of study in consultation with one or more members of the faculty committee, one of whom will be designated the student's academic advisor.
- Exceptions to the requirements above will be made only in rare cases and require the approval of the chair.

The Department of International Relations does not cross-list courses in other departments that satisfy the major's requirements. Generally, all courses taught by members of the IR Committee count toward the major. For courses offered by other faculty, the policy of the department is to accept any course in any department that is directly pertinent to the student's focus in her major. Thus, for example, a student whose focus is global commons could conceivably count courses

offered by the geology or biological sciences departments. Or a student focusing on international ethics could use certain courses in the religion or philosophy departments to satisfy her requirements in the major. Any questions concerning the appropriateness of a particular course can be answered by the advisor or the department chair. It is important for the student to verify that the course in question will count toward her major *before* she takes it.

The IR major focuses on global issues and institutions, and relationships across regions and nations. This does not preclude students from developing expertise in a particular region or nation; indeed, part of the study of international relations is how global issues find local expressions. But students whose primary interest is in a particular area of the world should elect a more appropriate major, such as Latin American or Asian studies.

International relations is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 9).

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

N. Doerr

This course should be taken by IR majors in their 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 independent states before and after World War II; the rise of Arab and Zionist nationalism; the Arab-Israeli conflicts; and the superpower rivalry and its influence on regional politics. Other topics include the Iranian revolution,

the domestic and regional role of Islamic movements, and the political economy of oil.
Meets multicultural requirement; meets Social Sciences III-A requirement
 H. Kosebalaban
Prereq. Politics 116; 4 credits

***222f 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

231f European Politics

(Speaking- and writing-intensive course)
 This seminar explores European politics and societies from a transnational and historical comparative perspective. First, we discuss what kind of supranational entity the European Union is in the context of present and classical theories of European integration and supranational cooperation. Second, we explore European societies and public debates through transnational comparison: How do European leaders, journalists, and engaged citizens in different countries define democracy, citizenship, and equality in the context of globalization in comparison to North Americans or citizens in other regions?
Does not meet a distribution requirement
 N. Doerr
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

262s Transnational Social Movements in World Politics

How do multinational corporations, interest groups, NGOs, and social movements engage in world politics? In exploring this question, this course provides an introduction to the study of transnationally operating non-state actors and transnational social movements. First, we will look at the influence of movements on inter-state relations and on inter-

national organizations. Second, we will investigate their increasing involvement in global governance. The class concludes with recent debates on the global economic crisis and conflict resolution and on global immigration, politicization, and democratization through social movements and new media.

Meets Social Sciences III-A requirement

N. Doerr

Prereq. Politics 116; 4 credits

263f U.S.-China Geopolitics

(Writing-intensive course) An examination of areas of discord in U.S.-China relations, particularly those touching on security matters. This course will consider such issues as Taiwan, nuclear proliferation, North Korea, East and South China Seas, China-Russia relations, and U.S.-China energy competition.

Meets multicultural requirement; meets Social Sciences III-A requirement

M. Klare

Prereq. Politics 116; 4 credits

270s American Foreign Policy

(Same as Politics 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.

Meets Social Sciences III-A requirement

V. Ferraro

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

***319fs 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, eco-

nomic, 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

321f Transnational Social Movements and Culture

(Speaking- and writing-intensive course)

How does culture influence cooperation and communication among NGOs and transnational social movements operating in world politics? In exploring this question, this course provides an introduction to the study of culture focusing on sociological theories of social movements, ethnography, sociolinguistics and narrative analysis. First, we will look at culture as a set of discourses and practices structuring inter-state relations and transnational flows of communication. Second, we will investigate culture within transnationally operating non-state organizations such as NGOs and activist groups. The class concludes with recent debates on global democracy.

Does not meet a distribution requirement

N. Doerr

Prereq. Politics 116; 4 credits

322f International Politics of the Middle East

This course aims to provide historical, empirical and theoretical foundation in order to help students comprehend and question complex dynamics of regional politics in the Middle East. The relations among major regional powers as well as their relations with global powers will be examined. Topics that will be discussed in some detail include the place and importance of the Middle East in international system, prospects of regional politics in the context of the Arab Spring, role of regional inter-state organizations including the Arab League and the Gulf Cooperation Council, regional and international political implications of the Israeli-Palestinian conflict, growing regional influence of Iran and Turkey, and foreign policies of external powers, most specifically the United States.

Meets multicultural requirement; meets Social Sciences III-A requirement

H. Kosebalaban

Prereq. Politics 116; 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. We will examine closely the practices and influences of human rights advocacy organizations and the major international human rights political and judicial institutions. Students will be introduced to legal and political theories, advocacy strategies, and media technologies as well as a broad range of analytical approaches to evaluating advocacy campaigns. This class is linked (we share several class sessions and a final project) with Spanish 340: The Other in the Media: New Media and Otherness in the Americas.

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

***343s Law and Religion**

This course explores the relationship between law and religion through a comparative study of eight countries: the United States, the United Kingdom, France, Egypt, Iran, Pakistan, Israel, and India. It focuses on the role of religion in the constitutional law of these countries, both in the text of constitutional documents and in judicial interpretation of these texts. Starting with an analysis of the religion clauses in the First Amendment of the U.S. Constitution, the seminar explores questions relating to the separation of religion and state, religious liberty, and the proper role of courts in negotiating societal disputes over religion.

Meets Social Sciences III-A requirement

S. Hashmi

Prereq. Politics 116; 4 credits

362s European Politics and Public Debate in Times of Crisis

This seminar explores European politics from a transnational comparative perspective. It explores what kind of supranational entity the European Union is in the context of theories of international organization. Second, it considers public debates through methods of discourse analysis: How do European leaders, journalists, and engaged citi-

zens or protesters define and 'frame' democracy and social justice in comparison to American or Middle Eastern ones?

Meets Social Sciences III-A requirement

N. Doerr

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: Professor Debnar (classics, *chair*).
Advisors in Italian: Associate Professor Frau; Language Instructor Svaldi, Lecturer in Italian Moretti.

Contact Person

Kay Klippel, *senior administrative assistant*
Paula Debnar, *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.

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 or Language Instructor Svaldi.

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

M. Svaldi, E. Moretti

Successful completion of both Italian 101f and 102s are necessary to fulfill the College language requirement; 4 credits

102s Elementary Italian

This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants who are native speakers.

Does not meet a distribution requirement

M. Svaldi, E. Moretti, The department

Successful completion of both Italian 101f and 102s are necessary to fulfill the College language requirement; 4 credits

103s Intensive Elementary Italian

This course completes the work of Italian 101-102 in one semester through intensive practice in speaking, reading, and writing Italian. It is ideal for students who already know another Romance language. Short readings, films, and Web activities are an important part of the course, and creative group projects and informal conversation sessions with language assistants who are native speakers supplement class work.

Meets language requirement; does not meet a distribution requirement

M. Svaldi

8 credits

201f 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

S. Svaldi, E. Moretti

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

O. Frau

Prereq. Italian 201 or permission of instructor; 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

*225s A Different Language Is a Different Vision of Life: Contemporary Italy through Cinema

(Taught in English) Film director Federico Fellini said that a “different language is a dif-

ferent vision of life.” How has the Italian “vision of life” changed from Mussolini’s dictatorship to Berlusconi’s government? From the birth of the Republic in 1946 to the debate ignited by Roberto Saviano’s bestseller *Gomorra*, this course traces transformations in modern Italian society. Through historical and literary readings, films, and the media, this course explores the difficult path towards modernity Italy has traveled in the last five decades. We will explore contemporary popular culture and films that reflect these transformations and analyze family, religion, gender, sexuality, and class conflict.

Meets Humanities I-A requirement

E. Moretti

4 credits

295fs Independent Study

Does not meet a distribution requirement
The department

1-4 credits

306f All in the Family

(Taught in Italian) Starting with Roman times, familial ties have always played a strong role in Italian society. This course examines the concept of *famiglia* through the centuries and through cultural, literary, and historical changes. From the Roman family, to the Renaissance power families, to the idea of family in the *Risorgimento*, to the Fascist family, to the modern and post-modern family, to representations of Italian families on TV, cinema, and advertisement. Authors and directors include Boccaccio, Goldoni, Machiavelli, Leopardi, Manzoni, De Filippo, Ginzburg, Saraceno, Wertmuller, Scola.

Meets either language requirement or

Humanities I-A requirement

O. Frau

Prereq. Italian 221 or permission of instructor; 4 credits

316s Apocalyptic Thinking: Italy on the Verge of Disaster

(Speaking-intensive course) Italy is a land of active volcanoes, seismic zones, and miles of vulnerable coastline. Its geographical position at the crossroad of the Mediterranean has exposed it to military and microbial invasions. This class investigates the literary, sociological, and historical representations of the natural and social disasters that have affected

Italy since 1350. We examine how novels, poems, essays, short videos, and movies grapple with disaster. Particular attention will be given to the representation of disaster as apocalypse, expression of adverse fate (dis-*astrum* from Latin “bad star”), and historical catastrophes such as wars.

Meets either language requirement or

Humanities I-A requirement

E. Moretti

Prereq. Italian 209 or permission of instructor.;

4 credits

361fs Seminar in Romance Languages and Cultures

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

Fall 2013

**361f(1) Topic: Don Juan, Valmont, Casanova: Iconic Latin Lovers*

(Taught in English; Same as Spanish 360, Romance Languages 375, French 321) *If all is fair in love and war*, are there rules for the game of power and seduction? As we move through the golden ages of absolute power in Spain, France, and Italy, will we witness a change for women? Students will explore such questions as they read plays by Tirso de Molina, José Zorilla, Molière, Beaumarchais, Goldoni; Mozart's opera *Don Giovanni*, and film versions of *Dangerous Liaisons* and *Casanova's Memoirs*. Students will be encouraged to explore works by major Spanish, French, and Italian artists of the Baroque and Rococo periods, and view relevant contemporary films such as *The King is Dancing*, and *Goya's Ghosts*. The final term project is a digital narration in the target language of the student.

Meets either language requirement or Humanities I-A requirement

N. Vaget

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. This is a multimedia course where students achieve digital literacy. Technical support is provided in Audacity, Photoshop, iMovie, and iDVD, through scheduled workshops in LRC.; 4 credits

Spring 2014

361s(1) Mothers and Daughters

(Taught in English; Same as Spanish 360, Italian 361, French 321, Gender Studies 333)

Study of this crucial and problematic relationship in modern novels and films from Romance cultures. Exploration of the mother-daughter bond as literary theme, social institution, psychological dynamic, and metaphor for female creativity. Readings include Western myths and diverse theories of family arrangements (Rousseau, Freud, Chodorow, Rich, Irigaray, Giorgio, Mernissi, Nnaemeka). Authors and films will be grouped cross-culturally by theme and chosen from among: Colette, Vivanti, Morante, Ernaux, Tusquets, Roy, Roig, Rodoreda, Martin Gaité, Ramondino, Pineau, Beyala, Bouraoui; films: *Children of Montmartre (La maternelle)*; *Indochine*; *The Silences of the Palace*; *My Mother Likes Women*.

Meets Humanities I-A requirement

E. Gelfand

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

**361s(3) Topic: The Mind of the Traveler: Journeys, Expeditions, Tours*

(Taught in English; Same as Spanish 360, Romance Languages 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*

The department

*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), Hashmi (international relations), King (history), Lipman (history), Remmler (German), Weber (English); Associate Professor Penn (religion); Lecturer Caravita (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 should consider taking Hebrew language as part of the Jewish studies minor and are encouraged to consider Jewish studies offerings at the other Five Colleges.

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

The department

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

The department

students must complete both Jewish Studies 150 and 151 to satisfy the College language requirement; 4 credits

203s 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**M. Penn**4 credits***204f 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**M. Penn**4 credits***212f 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

235s 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

***249s Encounters Between Judaism and Other Religious Traditions: Christianity, Islam, and Buddhism**

(Same as Religion 249) This course will explore selected examples of the encounter between Judaism and other world religious traditions. Living alongside other religious traditions over millennia, how have Jewish religious thought and practice creatively appropriated, adapted, as well as resisted aspects of "foreign" religions. Examples we will consider include encounters with medieval Islam in the realms of Arabic poetry and Sufi mysticism, Christianity in connection with religious ritual, mystical notions of the divine feminine, and in our own time, the influence of Buddhism on American Judaism.

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

The department

Prereq. At least one year of college Hebrew or equivalent or permission of instructor; 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

256f What Didn't Make It in the Bible

(Same as Religion 256.) Hundreds of ancient religious texts did not make it into the Hebrew Scripture (aka the Old Testament). This course examines some of these excluded writings. In particular, we will focus on works found among the Apocrypha, the Pseudepigrapha, and the Dead Sea Scrolls. We will read an ancient Harlequin romance, tour heaven and hell, hear of the adventures of fallen angels who sired giants (and taught humans about cosmetics), and learn how the world will end. In critically examining such texts, we will better appreciate the diversity of Judaism, better understand the historical context of early Christianity, and explore the politics behind what did and did not make it into the bible.

Meets Humanities I-B requirement

M. Penn

4 credits

265s 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

270f Jewish Religious Art and Material Culture: From Ancient Israel to Contemporary Judaism

(Same as Religion 270-01, Art History 290-01) Despite the biblical prohibition against “graven images,” there exists a rich history of Jewish religious art and aesthetics. This course will study ancient Israelite art and archeology, including the Second Temple in Jerusalem, the extraordinary mosaic floors and frescoes of early synagogues throughout the Mediterranean world, medieval illuminated Hebrew manuscripts and printed book culture, synagogues of later periods, including the wooden synagogues of Eastern Europe, and Judaic ritual objects of many types. Jewish art, architecture, and visual representation will be explored in the context of the ancient Near Eastern, Greco-Roman, Christian, and Islamic settings in which they evolved.

Meets multicultural requirement; 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

***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

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, Miñana (on leave fall 2013), Romero-Díaz; Associate Professors Crumbaugh, Mosby (*chair*); Assistant Professor Díaz-Sánchez, Hernandez; Visiting Assistant Professor Daly; Senior Lecturer Castro.

Contact Person

Debra Morrissey, *senior administrative assistant*
Dorothy Mosby, *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 emphasize critical approaches to the culture, history, society, and political economy of the region. As societies

long defined by and in opposition to external powers, Latin America and the Caribbean have in modern times developed distinctive national and cultural identities celebrated on a world stage in art, music, and literature. The major and minor study the region in its enormous geographic diversity—from plantation to highland Americas, from Mexico to Argentina; and linguistic variety—four European, several Creole, and numerous indigenous languages. Students pursue course work in several thematic and geographic areas.

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

105fs First-Year Seminar

Fall 2013

105f(1) Politics of Inequality: Social Movements in the U.S.

(First-year seminar; Same as Critical Social Thought 100-02) The course explores comparative racial and ethnic politics in the U.S. during the twentieth century. We will analyze the creation and maintenance of structural inequalities through laws and policies targeted at persons of color in the areas of healthcare, transportation, immigration, labor, racial segregation, and education. Through readings, lectures and films, we will discuss critical histories of community struggle against social inequality, registering the central impact that race, class, gender, sexuality, and citizenship have had on efforts toward social justice.

Meets multicultural requirement; meets Humanities I-B requirement

D. Hernández
Prereq. fy; 4 credits

Spring 2014

**105s(1) The History of Latin America in 50 Objects*

(First-year seminar; Same as History 101s-01) 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
J. Rosenthal
Prereq. fy; 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, The department
4 credits

243f Latin American Politics

(Same as Politics 243) 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. Fi-

nally, the course looks at the impact of institutions such as political parties, electoral rules, the executive, and legislatures.

Meets Social Sciences III-A requirement

A. Reiter

4 credits

260s Afro-Latin America: From Slavery to Invisibility

(Same as History 287) Exploration of the history of Afro-Latin American populations since Independence within and outside the nation-state. We will question why and how to study those whose governments define them not as peoples of African descent but as part of a mixed-race majority of Hispanic cultural heritage, who themselves may often have supported this policy, and who may have had compelling reasons to avoid official scrutiny. Readings include early twentieth-century Latin American racist theorizing; research using census, economic, criminal, and marriage records; autobiographical works, and analysis of race in textual and musical representations of peoples, regions, and nations.

Meets multicultural requirement; meets Humanities I-A requirement

L. Gudmundson

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 2013

287f(1) Introduction to Latina/o Studies

(Speaking- and writing-intensive course)

This course offers an introduction to the study of Latina/o communities in the United States. We will explore major concepts and debates in this growing field 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) Latin America and the Apocalypse?*

(Speaking- and writing-intensive course; Same as History 287) This course will examine the impulse in Latin American society, thinking, and cosmology from the pre-Columbian era to the present day. It will focus on historical episodes where cataclysmic visions and fears dominated the day. The course will finish by surveying the contemporary fascination with the end of the Mayan long count in 2012.

Meets multicultural requirement; meets Humanities I-A requirement

J. Rosenthal

4 credits

Spring 2014

287s(1) Introduction to Latina/o Studies: Structural Inequalities

The course provides an overview of current and past social conditions of Latinas and Latinos within the U.S. We will address laws, policies and institutions that shape the complexity of Latinas'/os' social location and serve as critical sites of resistance. The course addresses legal constructions of race and citizenship, nomenclature, border politics, public health, education, and labor. We will consider the critical intersections of class, gender and sexuality as well as inequality in relation to other persons of color. Students will develop a firm sense of the importance and breadth of the Latina/o political agenda and acquire skills to think across social issues.

Meets multicultural requirement; meets Humanities I-A requirement

D. Hernández

4 credits

**287s(3) Latina Theatre and Performance*

(Same as Theatre Arts 234s-01) This course offers transnational approaches to the theory and political practice of performance in the Americas with a focus on work by Latinas in the United States and women in Latin America. We will interrogate the ways in which race, sexuality, class, gender, indigenous and

diasporic identities inform the methodological and aesthetic mandates of an array of artists from across disciplines. Employing multiple modes of performance from theater, dance, performance art, ritual, visual art, and folkloric music, we will explore how these practices have functioned and continue to allow for politically subversive or resistant transformation.

Meets multicultural requirement; meets Humanities I-A requirement

M. Díaz-Sánchez

4 credits

***288s 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

289f 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

***386s 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

387fs Special Topics in Latin American Studies

This course offers advanced students an opportunity for intensive study of a problem with careful attention to research methods and to presenting their work in oral and written form.

Fall 2013

387f(1) Latina/o Immigration

(Same as Gender Studies 333) The course provides an historical and topical overview of Latina/o migration to the United States. We will examine the economic, political, and social antecedents to Latin American migration, and the historical impact of the migration process in the U.S. Considering migration from Mexico, Central America, and the Caribbean, we will discuss the social construction of race, the gendered nature of migration, migrant labor struggles, Latin

American-U.S. Latino relations, immigration policy, and border life and enforcement. Notions of citizenship, race, class, gender, and sexuality will be central to our understanding of the complexity at work in the migration process.

Meets multicultural requirement; meets Humanities I-A requirement

D. Hernández
4 credits

387f(2) Trans-Latina/o Cultural Studies (Speaking- and writing-intensive course) This course begins by discussing the conceptual framework of cultural studies and analyzing the intellectual interceptions made by transnational Latin@ formations, followed by a discussion of transnational Latinidades and what Juan Flores and George Yudice describe as “transcreative” formations. Using these frameworks as a point of departure, we examine a range of particular issues that connect both Latin@ and Latin American communities around specific cultural practices, including the politics and claiming of space, the making of a Latin@ public sphere, transnational and subaltern imaginations, cultural production and consumption, and alternative/subversive performance practices. *Meets multicultural requirement; meets Humanities I-A requirement*
M. Díaz-Sánchez, W. Valentin-Escobar
4 credits

Spring 2014

387s(1) Latina Feminisms (Same as Gender Studies 333) This course offers an interdisciplinary approach to the study of feminist ideologies among Latinas throughout the United States. Employing a range of sources from archival texts to artistic images and ethnographies, we will study the histories and representations of Latina feminist theories across academic and aesthetic approaches. Focusing on the multiplicity of lived experiences among Puertorriquetas, Chicanas, Mexicanas, Centroamericanas, Dominicanas, Suramericanas, and many other communities in the United States, we will interrogate how gender and sexuality have informed the development of Latina feminist movements and political histories.

Meets multicultural requirement; meets Humanities I-A requirement
M. Díaz-Sánchez
4 credits

387s(2) Visualizing Immigrant Narratives: Migration in Film (Taught in English; Same as Film Studies 370) This course offers an interrogation of overt and embedded narratives of migrants and the migration process in popular and documentary film, paying specific attention to cinematic representations of non-citizen bodies confronting migration, deportation, labor, acculturation, and anti-immigrant hysteria. Film screenings and class discussions comprise the interpretative lens through which students will examine the aesthetic, cultural, economic, gendered, historical, political, racial and sexual dimensions of cultural texts. The course is supplemented with readings about immigration policies and histories.

Meets multicultural requirement; meets Humanities I-A requirement
D. Hernández
Prereq. jr, sr; 4 credits

387s(3) Race and Representation in Latina/o Film (Same as Film Studies 370-02) This seminar offers an interrogation of the ways in which Latinas and Latinos are represented in the cinema. We will explore early portrayals of Latinas and Latinos in film history and then explore contemporary cinema with a focus on race, class, gender and sexuality in these representations. Employing multiple aesthetic and disciplinary approaches, we will analyze commercial films alongside independent films with particular attention to the market-driven and political mandates of these projects. We will focus on films by both Latina/o filmmakers and non-Latina/o filmmakers, interrogating the multifarious points of entry of these artists. *Meets multicultural requirement; meets Humanities I-A requirement*
M. Díaz-Sánchez
4 credits

389s 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

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 2014), Gifford, Peterson, Pollatsek, Robinson (*chair*); Associate Professor Sidman; Assistant Professors Kim (on leave 2013–2014), Shepardson; Visiting Assistant Professors Biermann, Viles, Westgate.

Contact Persons

Laurie Kamins, *senior administrative assistant*
Margaret Robinson, *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 precalculus, calculus, an introduction to statistics or data analysis, an “explorations” course, or computer science.

If your interests lie in science, economics, or social sciences, calculus is important because it is the language these disciplines use. Students who are planning to take Precalculus, Calculus I, or Calculus II are required to complete a brief self-assessment. The actual self-assessment is available to all entering students and all students preregistering for Calculus. It is designed so that a student can use it as a learning tool, taking it as many times as she wishes. More information is on the department’s website.

Toward the Study of Calculus. If the Precalculus Test or your own mathematics background suggests, you should complete a year-long sequence of Math 100, Precalculus, followed by Math 101, Calculus I. The Precalculus course carries 4 credits but does not meet any distribution requirement. Distribution credit will be granted upon successful completion of Math 101, Calculus I. Precalculus courses taken outside the Mount Holyoke College Math 100/Math 101 sequence will not be granted credit nor be approved to satisfy any distribution requirement.

Beginning with Calculus. If you wish to begin with a calculus course, you can take one of the following: Mathematics 101, Calculus I; Mathematics 202, Calculus II; or Mathematics 203, Calculus III.

Students who have not studied calculus and who have the necessary precalculus background belong in Calculus I. Most students who have taken calculus in high school begin with Calculus II. In particular, if you have studied the derivative and its applications and have been introduced to the definite integral, you should take the Calculus Assessment to determine if you are ready to move to Calculus II.

If you have a good knowledge of applications of integration and of transcendental functions, and if you enjoy mathematics, we encourage you to begin your college-level study of calculus with Calculus III (203). (The study of series is neither required for nor included in Calculus III. Physics and mathematics students will encounter this topic in later courses.)

Beginning the study of calculus beyond Calculus I does not require the advanced placement examination, although the score on this examination is a useful guide. A student with an advanced placement AB score of 3 or less should begin with Mathematics 101, Calculus I; an advanced placement AB score of 4 or 5 or a BC score of 3 indicates readiness for 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 demonstrated ability for or prior strong interest in mathematics. They intend to awaken interest by demonstrating either the remarkable pervasiveness of mathematics in nature and its power as a tool that transcends disciplines, or its qualities as an art that can fascinate and offer aesthetic pleasure to the participant. Any explorations course can serve as an entry to the further

study of mathematics, and even to a minor or a major. Students who wish to go on may follow up with the Laboratory in Mathematical Experimentation (251) or Discrete Mathematics (232), among various other possibilities, all of which can be discussed with any member of the department.

A few students begin their study of mathematics with Linear Algebra (211), Discrete Mathematics (232), or the Laboratory in Mathematical Experimentation (251). Linear Algebra is a good choice for students who have a very solid background in high school mathematics and who enjoy abstraction. If you have taken some calculus, and if you enjoy new topics in mathematics, then you might consider either Discrete Mathematics (232) or the Laboratory in Mathematical Experimentation (251).

Finally, some students begin their study of mathematical sciences with statistics or computer science. For more information see the sections on statistics and computer science in this catalogue.

Advice to Students with Special Interests

Actuarial science: Students interested in this area should plan to cover the material that is included in the first two actuarial exams as part of their undergraduate program. This material is included in Calculus I (Mathematics 101), Calculus II (Mathematics 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: Advanced Problem Solving

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, science, and economics courses. In this class students learn to translate word problems into mathematics, to solve complex multi-step problems, and to gain confidence in using logarithms, exponents, and trigonometry in different types of problems.

Does not meet a distribution requirement

M. Robinson

Prereq. Permission of instructor. Send score from math online self-assessment and background information to robinson@mtholyoke.edu.; 4 credits

101fs Calculus I

This course is for students who have not studied calculus and who have the necessary precalculus background. It presents rates of change and their applications, integrals, the fundamental theorem, and modeling of phenomena in the natural and social sciences. All students are required to complete the online self assessment of precalculus skills before the course begins.

Meets Science and Math II-A requirement

G. Davidoff, J. Biermann, The department 4 credits

*110fs 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

114f Explorations in Number Theory

We will cover the arithmetic of whole numbers and of prime numbers, in particular, examining some of the earliest questions in mathematics from a modern perspective, finding whole number solutions to equations with several variables, deciding whether or not such solutions exist and if so, determining whether the solution set is finite or infinite. Topics include the theory of “finite arithmetic,” converting questions about the infinite set of whole numbers to those involving just a small set of primes, using computers to examine problems numerically.

Meets Science and Math II-A requirement

M. Peterson

Prereq. a good grasp of arithmetic; 4 credits

120s Explorations in Geometry

The system of geometry devised by the ancient Greeks was immutable until the nineteenth century, when it was put in a broader framework better able to accommodate the varied interests of physical science and mathematics. In this course, we 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

The department

4 credits

201f Examining Features of Shape and Measuring Space in One, Two, and Three Dimensions

(Same as Education 202) We will work with 2-D and 3-D 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 3-D objects and their 2-D 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

M. Flynn

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. Sidman, 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

J. Biermann, D. Shepardson, The department

Prereq. Mathematics 202 or its equivalent; 4 credits

211fs Linear Algebra

Topics include elements of the theory of matrices and vector spaces.

Meets Science and Math II-A requirement

D. Shepardson, The department

Prereq. at least one of Mathematics 203, 232 or 251; 4 credits

232fs 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. Sidman, The department

Prereq. Mathematics 202 or Computer Science 101 or above, 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

M. Robinson, The department

Prereq. Mathematics 202; 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

The department

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

G. Davidoff

Prereq. Mathematics 203 and 301 or Intro to Math Methods (Physics 303/200/205), or permission of instructor; offered alternate years at Mount Holyoke and Smith Colleges; 4 credits

311f Abstract Algebra

Topics include algebraic structures: groups, rings (including some elementary number theory), fields, and vector spaces.

Meets Science and Math II-A requirement

H. Pollatsek

Prereq. Mathematics 211, and one chosen from Mathematics 232 or 251, or permission of instructor; 4 credits

327f Advanced Logic

(See Philosophy 327)

Meets Humanities I-B requirement

L. Bowie

4 credits

***329fs 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 and 301, or permission of the instructor; this course may be repeated for credit; 4 credits

333s Differential Equations

This is an introduction to differential equations for students in the mathematical or other sciences. Topics include first-order equations, second-order linear equations, qualitative study of dynamical systems, and first- and second-order linear partial differential equations.

Meets Science and Math II-A requirement

The department

Prereq. Mathematics 202 and 211, or permission of instructor; 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

339f Topics in Applied Mathematics:

Network Analysis

The analysis of network data is widespread across scientific disciplines. In order to better model and analyze the network graphs used to represent relational data including biological, social, technological, and infrastructure networks, mathematicians, statisticians, computer scientists, physicists, sociologists, and biologists require both theoretical results and sophisticated applied methods. In this course we will discuss graph theory, graph algorithms and their complexity and implementation, and the applications of network science to real-world data. Topics include the topology of graphs, fundamental graph algorithms, graph representations, and current problems in the field of network science, graph theory, and the statistical analysis of network data.

Meets Science and Math II-A requirement
W. Viles

Prereq. Mathematics 232 and one of the following: Mathematics 211 or Computer Science 101, or instructor permission; No statistical background required; 4 credits

342f Probability

(See Statistics 342)

Meets Science and Math II-A requirement
B. Westgate

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 Davis (art history), McGinness (history), Romero-Díaz (Spanish), Straw (history); Assistant Professor Yu (English); Visiting Professor Margolis (French); 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, Muslim, and pagan cultures, and to assess the impact of the Middle Ages on the formation of the New World and the shaping of modern societies.

The Medieval Studies Program offers an unusually strong and innovative variety of courses at all levels of the curriculum. Prospective majors and minors should try to take as many of the 100- and 200-level courses offered by the program as possible.

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. 9).

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

295fs Independent Study

Does not meet a distribution requirement

The department

1-4 credits

300s Seminar in Medieval Studies

Spring 2014

300s(1) Eternal Rome: The Renaissance City in Mind, Myth, and Imagination

(Same as History 322) 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. 2 courses (8 credits) in history, preferably one dealing with ancient or Renaissance Rome; meets history department pre-1750 requirement; this is a history department 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.; 4 credits

395fs Independent Study

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

Related Courses in Other Departments

	<i>Art History</i>
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
	<i>English</i>
101	Underworlds (and Otherworlds)

210	The Development of Literature in English: Medieval through Commonwealth
211	Shakespeare
213	The Literature of the Later Middle Ages
214	Love and Reason in Medieval Romance
310	Old English
316	Alliteration and the Medieval Poem
312	Shakespeare, Adapted and Interpreted
	<i>French</i>
311	Love and Danger
311	Joan of Arc
311	Period Courses: Marvelous Places: Desire and Deceit
311	Period Courses: Eros, Intrigue, and Adventure
	<i>History</i>
115	The Medieval World
129	The Medieval World
150	Europe and the Atlantic World, 1300-1700
217	The Crusades
221	The Civilization of the Renaissance in Italy
254	Doubt, Dissent, and Heresy in the Age of the Inquisition
301	Martyrdom as Social Protest: Honor and Resistance from Antiquity to Early Modern Europe
301	Long Live the Queen
	<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*), Schipull, Steigerwalt; Associate Professors Omojola (Five College Ethnomusicologist), Sanford; Senior Lecturer Eisenstein (Five College Early Music Director); Lecturers Cobb, Ng (Director of Orchestra), Pope (Director of Choral Ensembles), Schween; Visiting Lecturer Hartford; Performance Instructors de Fremery, Gionfriddo (Director of Jazz Ensembles), Hale; Lab Instructor Lach.

Contact Persons

Michèle Scanlon, *senior administrative assistant*

Linda Laderach, *chair*

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, ethnomusicology, performance, and composition, the department cultivates growth of the individual by fostering 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 theory, historical and cultural contexts, and literature of music as well as to develop skills in performance, analysis, and synthesis. The integration of creating, performing, and thinking about music fosters musical awareness and critical perception.

Requirements for the Major

In order to declare a major, students must have already completed one course that leads to the major, Music 100, 226, 231, or 281.

Credits

- A minimum of 32 credits in classroom courses, including 12 at the 300 level, and 8 credits in ensemble and performance studies

Courses

- Music 231, Theory I; 232, Theory II; 233, Theory III
- Music 281, History of Western Music I; 282, History of Western Music II
- Music 334, Music Analysis
- Music 371, Topics in Music
- A 4-credit 300-level elective in history, theory, ethnomusicology, performance, or composition
- Performance requirements:
 - Two semesters of individual performance study, one of which must be at the 200 level
 - One additional semester at the 200 or 300 level in individual performance study, conducting, ethnomusicology, or composition
 - 2 credits in ensemble performance

Other

- If a 4-credit course in ethnomusicology is not selected to fulfill the 300-level classroom elective or the third semester of individual performance study, then an additional ethnomusicology classroom course at the 200 level is required.
- Students with little or no keyboard experience are advised to study a keyboard instrument while completing required work in the department at the 100 and 200 levels.
- Demonstration of a level of keyboard proficiency that permits the reading of elementary keyboard repertory is required.
- Independent study (295, 395) is encouraged but does not count toward the major. A student wishing to pursue independent study that may lead to honors is encouraged to begin in the second semester of her junior year.

- Approval of the department chair is required for initial declaration of the major.

For information on exemption procedures for any requirement, contact the Department of Music.

Requirements for a Special Major with a Music Component

Courses

- Music 231, Theory I; Music 232, Theory II
- Music 281, History of Western Music I; Music 282, History of Western Music II
- Two courses at the 300 level, chosen from among those offered in theory, history, ethnomusicology, composition, and/or performance
- Approval of the department chair is required for initial declaration of the special major with a music component. Students are required to have a music department faculty member among their advisors.

Requirements for the Minor

In order to declare a minor, students must have already completed one course that leads to the minor, Music 100, 205, 215, 220, 226, 231, 239, or 281.

Credits

- A minimum of 20 credits above the 100 level

Courses

- Music 231, Theory I; Music 232, Theory II
- Either Music 281, History of Western Music I or 282, History of Western Music II
- 8 additional credits at or above the 200 level (excluding 295 and 395), including at least one 4-credit 300-level course in music theory, history, ethnomusicology, performance, or composition.
- Approval of the department chair is required for initial declaration of the minor.

If 200-level individual performance study is to be counted toward the minor, two semesters must be taken consecutively in the same instrument or in voice.

First-Year Students

Introductory classes in fundamentals, music history and literature, ethnomusicology, composition, and performance are offered for students with little or no experience; those with more experience may be able to exempt prerequisites and enter directly into the music theory or music history course sequence.

A first-year student interested in a music major or minor should take or exempt Music 100, Basic Musicianship, so that she may enroll in Music 231 in the spring semester of her first year. First-year students may also take 102, Music and Technology; 110, First Year Seminar in Music: (01) Performance as Art and Science, (02) Keyboard Instruments as Technology; 166, Introduction to Music of Africa; 226, World 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. Frenette in the psychology and education

department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the music department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Course Offerings

100fs Basic Musicianship

Explores the ways in which sound is organized into musical structures. Topics include the physical properties of sound; the basic vocabulary of Western music (scales, key signatures, intervals, triads, rhythm, meter); and an introduction to musical form and analysis. Includes extensive practice in music reading, sight singing, ear training, and critical listening.

Meets Humanities I-A requirement

G. Steigerwalt

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

*103fs History of Jazz

This course will follow the origins and evolution of jazz from the late nineteenth century to the present, with emphases on prominent stylistic trends and significant individuals.

Along with some analysis of the musical language jazz employs, the music will be examined in its relation to the social contexts that helped produce and shape it. The ability to read music is not a requirement for this course.

Meets Humanities I-A requirement

D. Sanford

4 credits

110f First-Year Seminar

Fall 2013

110f(1) Performance as Art and Science

(First-year seminar) This course will require students to integrate the body (fine motor skills, kinesthetic memory, and core musculature), the senses (hearing, sight, and touch), the emotions (for interpretive performance), and the intellect (physiology and psychology). All students will learn either violin or viola and will also learn about performance, and causes and cures for stage fright.

Meets Humanities I-A requirement

L. Laderach

Prereq. fy; 4 credits

110f(2) Keyboard Instruments as Technology

(First-year seminar) Students will explore issues common to all keyboard instruments, such as keyboard geography, tuning and temperament; investigate the instruments' constructions and playing mechanisms; and examine the interrelationship of technological advances in instrument construction and the nature of the music composed for each instrument. Throughout the course, students will listen to music composed for each specific instrument, as well as music written for other media realized on various keyboard instruments. After the introduction of a basic vocabulary for describing music, students will examine how the differences in performing medium affect their understanding of a piece of music. No prior musical knowledge required.

Meets Humanities I-A requirement

L. Schipull

Prereq. fy; 4 credits

*115f Introduction to Composition

Introduces musical composition through the writing of original pieces, emphasizing twen-

tieth-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; 4 credits

***128f The Hyperbolic World of Opera in 25 Episodes — An Introduction to Western Classical Opera from the Renaissance to the Present Day**

(Speaking- and writing-intensive course)

This course begins with the birth of opera at the end of the Renaissance Period, and ends with some of the most successful operas in the past decade. Our investigation includes operas in English, French, German, Italian and Russian. Alongside an introduction to the materials of opera, from vocal fachs, forms, and styles, to vocal virtuosity, the course situates opera as a cultural phenomenon by considering the unique set of historical, intellectual, social, political and economic conditions of each work of art. The course includes some opera projections; each one is preceded by an introduction of the period in which it was first performed and is followed by class discussion.

Meets Humanities I-A requirement

T. Ng

4 credits

200 Level

***215s 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

D. Sanford

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

222f Orchestration

Orchestration introduces students to the technique of scoring for a variety of instrumental combinations. The course begins with the study of individual instruments which are commonly found in the symphony orchestra today. This includes understanding the technical peculiarities of each instrument, including its range, transpositions, acoustical properties and timbral qualities. We then investigate how some composers have utilized these resources in their music in combination, isolation, and juxtaposition. To achieve familiarity with these sonic resources, the course utilizes a mixture of lecture, demonstration, aural training, all of which culminate in orchestration exercises.

Meets Humanities I-A requirement

T. Ng

Prereq. Music 100; 4 credits

226f 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

L. Schipull

Prereq. Music 231; 3 meetings; 2 labs; 4 credits

233s Theory III

This course provides a continued study of chromatic theory, including chromatically altered chords and modulations and an introduction to form. Includes part writing, analysis, ear training, and keyboard harmony.

Meets Humanities I-A requirement

L. Schipull

Prereq. Music 232; 3 meetings; 2 labs; 4 credits

***239f African American Popular Music, 1930-2000**

The developments, personalities, and historical relations of arguably the most influential musical streams in American history are the focus of this study which will discuss visionary works and individuals in their social and historical contexts. Beginning with Ellington's work in the Harlem Renaissance, we will consider the progression of African American popular music through the swing era, early rhythm and blues, Motown of the 1960s which evolved toward social commentary, the rise of funk and disco in the 1970s, and trends in early hip-hop from the early 80s through the early 90s.

Meets multicultural requirement; meets Humanities I-A requirement

D. Sanford

Prereq. soph, jr, sr, or Music 100, or permission of the instructor; 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

***245s 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

266s 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

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; 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

K. Hartford

Prereq. Music 231; 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 215, 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

K. Hartford

Prereq. Music 232; 4 credits

***341f Conducting II**

This course is a continuation of Conducting I, with opportunities to lead instrumental as well as vocal ensembles in class. Includes baton technique, preparation of longer works, and class recital and/or independent projects.

Does not meet a distribution requirement

The department

Prereq. Music 242; 2 credits

371f Topics in Music: American Composers' Search for Identity

This seminar is designed to increase familiarity with and facility in the use of primary materials for musicological/ethnomusicological and/or theoretical research, as well as in the critical evaluation of published scholarship. Engagement with a shared topic at the outset of the semester provides the context from which each student fashions an independent project. Oral presentations are integral to the course, with a major paper as the final requirement.

(Writing-intensive course) This course examines the efforts by late nineteenth- and early twentieth-century composers to create a distinctly "American" art music of symphonic, chamber, piano, and vocal repertory. The class investigates the styles, compositional methods and public reception of works by

MacDowell, Beach, Farwell, Ives, Harris, Gershwin, and Copland, among others, within the cultural and political contexts of their eras. Subtopics include the European domination of America's early concert music, the assimilation of vernacular and popular musical materials, and the growing prominence of women composers. Each student will select an independent project to be developed throughout the semester.

Meets Humanities I-A requirement

G. Steigerwalt

Prereq. Music 232 and 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. Senior beginners must enroll concurrently in Music 100 Basic Musicianship.

Applied music fees, grants-in-aid, and fee exemptions are described in the Tuition and Fees chapter. No refund of fee after tenth academic day of classes. For 2013-2014 fees,

please see www.mtholyoke.edu/acad/music/performance.

Students study with Mount Holyoke performance faculty if the instrument they wish to study is offered by the department. Enrollment is limited according to teacher availability, and permission of the instructor is required. Please consult the department for audition dates and times.

Music 100 Requirement

Because the Department of Music believes students enrolled in individual performance studies should have a thorough knowledge of the rudiments of music, enrollment will be contingent on exemption from or concurrent enrollment in Music 100 regardless of whether a student is enrolled at Mount Holyoke or another Five College institution.

The Music 100 Exemption Examination is in two parts. In order to pass the exam, students must achieve scores of at least 75 percent on *both* the written and aural portions.

100 Level

Successful completion of, or exemption from, Music 100 allows up to 8 academic credits of individual performance study on one instrument at the 100 level.

151fs Individual Performance Study

Performance study - individual instruction.

- (A) Piano—G. Steigerwalt, M. Gionfriddo, S. Dennis
- (B) Voice—C. Cobb, E. Ruby
- (C) Flute—A. Greenbaum, A. Hale
- (D) Oboe—K. Lipkens
- (E) Clarinet
- (F) Saxophone—T. Levine
- (G) Bassoon
- (H) French Horn—J. Jeffries
- (I) Trumpet
- (J) Trombone—S. Pemrick
- (K) Tuba
- (M) Percussion—G. Caputo, F. Conant
- (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—A. Schween, N. Fizznoghia
 (U) String Bass
 (V) Recorders/Early Winds—E. Samuels, D. Stillman
 (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. Participation in one public performance is required. 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

143fs(A) Wind Ensembles
 J. Jeffries
Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1 credit

143fs(B) String Ensembles
 L. Laderach, N. Fizznoghia, A. Schween
Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1 credit

143fs(C) Piano Ensembles
 G. Steigerwalt
Prereq. enrollment is by audition only; 1 credit

143fs(D) Mixed Ensembles
 J. Jeffries, L. Laderach
Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit

143fs(E) Brass Ensembles

Chamber Music for brass instruments

J. Jeffries

Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit

143fs(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

143fs(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

143fs(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

143fs(I) Percussion Ensembles

Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1 credit

155fs Jazz Ensemble**155fs(A) Big Band**

The Big Band is a mixed instrumental group open to beginning, intermediate, and ad-

vanced 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

155fs(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

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 Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs and some dance steps as well. Non musicians are welcome, but practicing between classes is required. The group will perform in a workshop at the end of the semester.

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

Prereq. Permission of instructor; 1 credit

255fs Chamber Jazz Ensemble

255fs(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

261fs 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 Adjugbo 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-de-

rived 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

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. soph; 1-4 credits

395fs Independent Study

Does not meet a distribution requirement

The department

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

The Five College Early Music Program

The Five College Early Music Program provides practical experience in medieval, Renaissance, and Baroque music. A faculty of distinguished performers and scholars provides applied, historical, and theoretical experience in performance. A collection of early music instruments is available. Students are encouraged to participate in one or more of the performing groups that meet regularly with a coach; ensembles are organized at all levels of ability, from beginning to advanced, to accommodate progress throughout a four-year academic program.

147fs Early Music Ensembles*Fall 2013**147fs(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

147fs(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

147fs(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, R. Castellano

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

147fs(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 2014**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), Gillis (biological sciences, *chair*), Hollis (psychology and education), Millard (psychology and education); Associate Professors Bacon (biological sciences), Brodie (biological sciences); Assistant Professor McMenimen (chemistry); Visiting Assistant Professors Colodner (neuroscience and behavior), Tanner (biological sciences), Schwartzer (psychology and education).

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 52 credits

Courses

- Required core curriculum:
 - NSB 100, Introduction to Neuroscience
 - 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
 - Biological Sciences 200, Introduction to Biology II
 - Biological Sciences 220, Cell Biology
 - Biological Sciences 333, Neurobiology
 - A course in quantitative inference:
 - Psychology 201, Statistics

- Statistics 240, Elementary Data Analysis and Experimental Design
- Two laboratory-based courses at the 300 level must be selected from the following:
 - Biological Sciences 311, Protein Biochemistry and Cellular Metabolism
 - Biological Sciences 315, Behavioral Ecology
 - Biological Sciences 322, Comparative Biomechanics
 - Biological Sciences 328, Regulatory and Integrative Human Physiology
 - Biological Sciences 335, Mammalian Anatomy
 - Psychology 350, Laboratory in Behavioral Neuroscience
 - Computer Science 334, Artificial Intelligence
 - Neuroscience 395, Independent Study (4 credits)
- A third 300-level course from the preceding list, or from the following:
 - NSB 330, Biology of Neurological Diseases
 - 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. 9).

No minor in neuroscience and behavior is offered.

Course Offerings

100fs Introduction to Neuroscience and Behavior

This comprehensive survey course explores the brain and the biological basis of behavior. We will examine the anatomy of the nervous system and the unique properties of the cells that make up the brain. We will discuss the mechanisms by which individual brains cells communicate with each other, and how small networks of cells underlie more complex processes such as perception, learning, and behavior. In labs, students will perform experiments that expand upon and reinforce these ideas through hands-on exercises.

Meets Science and Math II-B requirement

K. Colodner

Prereq. fy or permission from Gary Gillis; 4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

1-4 credits

330s Biology of Neurological Diseases

Biology of Neurological Diseases will explore the molecular and cellular basis of neurological diseases. We will investigate the biological mechanisms underlying neurodegenerative diseases, such as Alzheimer's disease. We will focus on animal models used to investigate pathogenic mechanisms and the biology underlying therapeutic strategies. This class will rely heavily on primary research articles and in-class discussions.

Does not meet a distribution requirement

K. Colodner

Prereq. Biology 220 and Psychology/Neuro 250; 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 2013–2014 are: Associate Professor Holly Hanson for Development Studies; Professor Sandra Lawrence for Educational Policy and Practice; Associate Professor Kathy Aidala for Engineering; Professor Mike Robinson for Global Business; Professor Eleanor Townsley for Journalism, Media, and Public Discourse; Associate Professor Jon Western for Law, Public Policy, and Human Rights; Professor Mike Robinson for Nonprofit Organizations.

Contact Persons

Marie Troppe, *director of Nexus*

Mount Holyoke's Nexus: Curriculum to Career program enables students to meaningfully link their liberal arts education with their career goals. Nexus gives students a focused, intentional way to connect their academic work with valuable professional experience beyond the College gates, through internships, research projects, and summer employment.

Seven Nexus minors are offered. Their requirements are similar in structure, with differences noted under each of the minors.

Nexus 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 substitute,

chosen in consultation with the track chair

- College 211 (the 2-credit “post-experience” course), culminating in a public presentation at the annual LEAP (Learning from Application) Symposium
- One 300-level, 4-credit course in a relevant topic, chosen from the faculty-approved list for the 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.

Development Studies

For the Development Studies Nexus, students devise their own plan in consultation with the track chair and must seek advance approval from the chair. Sustainable development implies use of natural resources and organization of economic activity in ways that can be maintained indefinitely. In order for development to be sustainable, all regions of the world and all social classes must have political and economic agency. This recognizes that as people meet the needs (including social, political, cultural, economic, and health) of current generations without compromising the ability of future generations to also meet their needs, they do so through fair and equitable processes of production, distribution, and consumption.

Educational Policy and Practice

The Nexus in Educational Policy and Practice is intended to provide students with an opportunity to conduct a cross-disciplinary exploration of an education-related topic. The multidisciplinary nature of the Nexus offers varied perspectives on contemporary contexts and historical moments that shape and define knowledge, behavior, structures, organizations, and policies both in and out of educational settings. Examples of these varied perspectives include Education: Policy and Politics; Philosophy and the Child; International Education; Women, Leadership and Higher Education; Education, Health, and Sports Pedagogy; Education and the Arts; Environmental Education.

Students in this track must seek approval from the track chair after developing a brief proposal outlining their specific area of focus and the specific courses they plan to take to complete the Nexus. 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

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 the engineering field, a wide range of courses can count toward the Nexus, but students must consult with a Nexus advisor to determine a program that will match 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	Environmental Science

Global Business

All economic life is increasingly impacted by the forces of globalization. This Nexus track introduces students to the contemporary corporate world, the role of global markets, and debates about appropriate regulation and long-term implications. Students will explore in depth the tools of corporate leadership, the sociology of organizations, and models of regulation. Students may pursue internships with national or international for-profit corporations to complete the experiential requirement for this Nexus track.

In selecting courses from the approved list for the track, students will complete at least one course particular to global business and will generally also select one of the approved Complex Organizations courses. 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 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, Public Policy, and Human Rights

The goal of the Nexus in Law, Public Policy, and Human Rights is to provide students with the tools necessary to form a deep understanding of how complex relationships between local and national political processes both create public policies and shape legislation and its interpretation. This Nexus provides students with both an academic and experiential lens. Students will choose courses from several departments including politics, economics, history, and sociology in order to examine how both law and public policies are imbedded in much larger social, historical, and economic realities.

Students electing this track are also strongly encouraged to take a course in statistics and/or quantitative analysis, such as Economics 220, Psychology 201, Sociology 225, or Statistics 140.

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 track, 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).

Course Offerings

The approved courses for each Nexus track 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 tracks. 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*), Pasquerella, Wartenberg; Associate Professors Mitchell (on leave 2013-2014), Harold (on leave spring 2014); Assistant Professor Vavova; Visiting Assistant Professor Rathkopf.

Contact Persons

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 of both historical and contemporary philosophical thought, with the tools for critical reasoning necessary for philosophical inquiry, with a good understanding of some important philosophical themes, and with the enthusiasm for inquiry necessary for the productive pursuit of your own philosophical

speculations. The critical approach you will learn will be valuable for whatever you choose to do after graduation.

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 rare cases, the department may allow appropriate courses from other departments to satisfy requirements for a student's major.

Requirements for the Minor

Like the major, the minor is intended to provide an understanding of some of the structure and content of current philosophical thinking, with upper-level work in some area of special interest and with enough philosophical breadth to imbue a generous mixture of knowledge and enthusiasm.

Credits

- A minimum of 16 credits above the 100 level and
- At least 4 credits at the 300 level

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 mathematicians and computer scientists, as well as being very useful to philosophy majors.

More advanced courses draw upon the writing skills and content of these courses. We offer, on a regular basis, topics in the systematic study of one philosopher, advanced logic, meta- and normative ethics, and the philosophy of art. We also offer a course on philosophy for children, in which students introduce and teach philosophical topics to 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

The department

4 credits

102f First-Year Seminar on Topics in Philosophy: God, Morality, and Freedom

(First-year seminar; speaking- and writing-intensive course) This course will introduce students to philosophy and its methods by looking at what philosophers, past and present, have said about three important and interrelated topics: God, morality, and freedom. We will ask questions such as: Does God exist? Is it rational to believe in God? What should I do if I want to do the right thing? When is it ok to criticize other cultural practices? How much do I owe to others? Do we have free will? Can we ever be held responsible for anything? Our goal is to emerge from this course better thinkers, better writers, and better equipped to tackle difficult questions like these with rigor and care.

Meets Humanities I-B requirement

E. Vavova

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

The department

4 credits

201f Philosophical Foundations of Western Thought: The Greek Period

An introduction to ancient Greek philosophy, focusing mainly but not exclusively on the works and ideas of three Athenian philosophers who worked and taught in the period between the Persian Wars and the rule of Alexander the Great, more than 2,300 years ago: Socrates, Plato, and Aristotle. Topics to be discussed include: What is the nature of the self? 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

The department

4 credits

202s Philosophical Foundations of Western Thought: The Modern Period

Investigates the development of Western philosophy in the seventeenth and eighteenth centuries through the writings of Descartes, Locke, Leibniz, Hume, and Kant. Focus on the apparent conflict between modern natural science and traditional religion as sources of knowledge and belief. Topics include the nature and extent of human knowledge, the nature of the mind, the existence of God, and the possibility of human freedom.

Meets Humanities I-B requirement

T. Wartenberg

4 credits

205f Ethics

This course will focus on classic and contemporary work on central topics in ethics. The goal will be to see whether there is anything to be said in a principled way about what to do and how to live. The core of the course will be an examination of the central traditions in moral philosophy in the West, typified by Aristotle, Kant, and Mill. We will also examine vexing contemporary moral issues with an eye to whether moral theories can give us practical guidance. Finally, we will step back and ask whether any of the moral theorizing we have been engaging in is really capable of uncovering objective moral truths.

Meets Humanities I-B requirement

E. Vavova

4 credits

208s 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

The department

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 will briefly explore the standard statistical approaches and go on to Bayesian reasoning and confirmation theory. Finally, we'll examine recent developments in the Bayesian Net theory of causation. As a whole, the class is an investigation of recent mathematical and philosophical theories about how science works, what justifies the hypotheses we ought to believe, and how observations could justify hypotheses about unobserved entities and regions.

Does not meet a distribution 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

The department

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

The department

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

The department

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

242s Social and Political Philosophy

This course will cover three topics (liberty, equality, and the reconciliation of liberty and equality) along three dimensions of justice (interpersonal, civic, and distributive) and through the lens of three theories of justice (utilitarianism, libertarianism, and egalitarian liberalism).

Meets Humanities I-B requirement

E. Vavova

4 credits

***244s Philosophy and Literature**

This course examines philosophical themes in literature and philosophical questions about literature. Can literature yield knowledge about the world? What is the meaning of a work of literature, and how can we know it? Are the author's intentions relevant to how a work is to be interpreted? Can works of literature be immoral? How is the identity of the reader relevant to the understanding of a literary work? What is the difference between philosophy and literature - can a work of literature also be a work of philosophy?

Meets Humanities I-B requirement

J. Harold

4 credits

***249s Women and Philosophy**

(Same as Gender Studies 210-01) This course will focus on three topics to which feminist thinking has made important philosophical contributions: pornography, objectification, and consent. We will draw on a variety of philosophical resources, ranging from liberal and feminist political theory, to speech act theory. We'll be looking at work by Simone

deBeauvoir, Ronald Dworkin, Sally Haslanger, Rae Langton, Catharine MacKinnon, Martha Nussbaum, and others. The goal will be to see how careful philosophical thought can help us with pressing issues of gender.

Meets Humanities I-B requirement

E. Vavova

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

The department

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

T. Wartenberg

4 credits

260fs Topics in Applied Philosophy

These courses ask questions about the ethical and/or conceptual problems pertaining to a practice, such as law, medicine, or caring for the natural environment. Such courses are suitable for philosophy majors as well as for students who are new to philosophy but who are interested in the relevant practice.

Fall 2013

260f(1) 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

J. Harold

4 credits

Spring 2014

***260s(2) Environmental Ethics**

(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?

Meets Humanities I-B requirement

The department

4 credits

***260s(3) Philosophy of Law**

This course is an inquiry into questions concerning the nature of "justice," "law," and the relationship between the two from the point of view of various schools of legal thought like natural law theory, positivism, utilitarianism, legal realism, critical race studies and feminist theory. We will examine questions like "Is there a duty to obey, or sometimes disobey, the law?" and "What do we mean by 'equality' or 'rights,'" within the context of contemporary legal issues like affirmative action, abortion, and same-sex marriage. Readings drawn from Aristotle, Hobbes, Locke,

Kant, Mill, Holmes, Llewellyn, Hart, Rawls, and others.

Meets Humanities I-B requirement

The department

4 credits

***260s(4) Controversies in Public Health**

(Speaking-intensive course; Same as Biological Sciences 265) This course takes an interdisciplinary approach to the discussion of public health issues. The class will be co-led by a philosopher and a biologist, with additional guest experts offering a variety of disciplinary and professional perspectives on some of the most complex and vexing current public health issues. Topics may include: the hazards and benefits of vaccination programs; effective responses to and prevention of natural disasters; obesity, food policy, nutrition, and health; the controversy over hygiene and the rise of allergic and chronic diseases; or the impact of public policy and ethics on reproductive rights. Selected topics will be scrutinized through both a biological and a philosophical lens, with the intersections and divergence of those perspectives highlighted.

Meets Humanities I-B requirement

J. Harold, S. Stranford

Prereq. most seats will be reserved for sophomores; Some attendance at college speaking events will be required.; 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

The department

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

273f Philosophy of the Arts

The purpose of this course is to explore philosophical problems concerning the arts and aesthetic experience. Some questions to be explored include: What is the difference between beauty and moral goodness? Can taste be objective? What does it mean for a work of music to be "sad"? Are the intentions of artists relevant to appreciation? What is the purpose of art criticism? How do pictures represent objects? Readings will be drawn from both historical and contemporary philosophical writings.

Meets Humanities I-B requirement

J. Harold

4 credits

275s Philosophy and Film Theory

(Same as Film Studies 290-02) An exploration of philosophical issues encountered in the study of film such as: Why do we need a theory of film? What is a film anyway? Do films have "authors"? How do films engage our emotions? Can films be socially critical? What can we learn from films? There will be weekly required film screenings.

Meets Humanities I-B requirement

T. Wartenberg

Prereq. 4 credits in Philosophy or 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 elementary school children using picture books. The first half of the course will concentrate

on developing the necessary skills; the second on teaching philosophy to the children. Along the way, we'll delve into a range of philosophical issues, as we prepare to teach an introductory philosophy course for second graders.

Meets Humanities I-B requirement

T. Wartenberg, L. Pasquerella

4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. soph, jr, sr, permission of department;

1-4 credits

***310f Twentieth-Century Analytic Philosophy**

An introduction to the history, themes, and methods of analytic philosophy, the dominant movement in twentieth-century English-speaking philosophy. Analytic philosophy uses logic and a careful analysis of language to solve philosophical problems. We will study most of the major figures of this movement, including Frege, Russell, Carnap, Quine, and Kripke. Topics addressed will include the logic of numerical identity, reference and existence, Quine's criticisms of logical positivism, and the meaning of necessity.

Meets Humanities I-B requirement

S. Mitchell

Prereq. 8 credits in department; 4 credits

***321s Seminar in Philosophy of Language**

How do words come to mean things? Frege introduced two aspects of meaning: reference, that is, whatever expressions pick out in the world, and sense, a publicly accessible means by which expressions pick out their references, which must be grasped by all speakers. This course is an extended examination of the concept of sense, the uses to which it has been put, and the criticisms that have been lodged against it. We'll look at Frege's work, the complaints made by Quine and Kripke, Davidson's theory of meaning, and Dummett's defense of sense.

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

L. Bowie

Prereq. One course in Logic, Mathematics, Computer Science or Philosophy 209; 4 credits

***334s Topics in Ethics: Moral Epistemology**

This course will focus on a handful of epistemic challenges to morality. We will consider questions such as: How is moral knowledge possible? Can we gain moral knowledge from testimony? What are the implications of the prevalence of moral disagreement? Do our evolutionary origins pose a challenge to our moral beliefs?

Meets Humanities I-B requirement

E. Vavova

Prereq. 8 credits in department including Philosophy 205 or permission of instructor; 4 credits

350s Topics in Philosophy

Spring 2014

350s(1) Disagreement

We are fallible creatures, prone to making all sorts of mistakes. How should we accommodate evidence of our own epistemic imper-

fection? Should such evidence lead us to doubt ourselves and our beliefs? Or are we rationally permitted to dismiss it? One way in which we might acquire evidence of our own error is through disagreement. The discovery that someone you respect disagrees with you can make you lose confidence in, and sometimes altogether abandon, your belief in the disputed proposition—but should it? Does disagreement provide evidence of error? Is it epistemically significant, or simply unpleasant?

Meets Humanities I-B requirement

E. Vavova

Prereq. 8 credits in the department or permission of instructor; 4 credits

350s(2) Cognitive Science

David Chalmers has dubbed the problem of consciousness “The Hard Problem.” How can a lump of physical matter (for example, your brain) have an experience? How can it be like something, feel like something, to be in one physical state rather than another? There has been a tremendous surge of divergent thinking on these questions in the intersections between neuroscience and philosophy—stories about how matter can be conscious, and stories of why our minds are too limited ever to answer such questions. Discussion of readings from Dennett, Churchland, Chalmers, Crick, Gazzaniga, Lloyd, and others.

Meets Humanities I-B requirement

L. Bowie

Prereq. One course in philosophy and either a second course in philosophy or a course in neuroscience; or permission of the instructor; 4 credits

351f Systematic Study of One Philosopher: 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. There will be frequent, short papers.

Meets Humanities I-B requirement

T. Wartenberg

Prereq. 8 credits in department including Philosophy 202 or equivalent; 4 credits

*373s Philosophy of Art: Illustration

This class examines philosophical issues concerning the interpretation, creation, and experience of art. Topics vary from year to year. (Same as Art Studio 280-01) Illustrations are all around us, in picture books, scientific texts, fine art editions of books, magazines, and in the pockets of airline seats. Yet there is little philosophical discussion about what constitutes an illustration. In this seminar, we will approach the topic of illustration through both theory and practice. There will be readings, viewings, and studio sessions. Participants will be expected to take part in this approach, producing both theoretical and studio work. Our approach will be eclectic, hoping to educate our eyes, minds, and bodies about this important use of images.

Meets Humanities I-B requirement

T. Wartenberg, B. Moser

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

Physical Education and Athletics

Lecturers Allen, Esber, Friedman, Haneishi, Hendricks (*chair*), Lee, Perrella, Priest (on leave 2013–2014), Robson, Santiago, Seccina, Terrell, Whitcomb; Instructor Walko; Riding Instructors Collins, Law, Pierce.

The Department of Physical Education aims to develop in the student an awareness and an intelligent understanding of the need for and effects of healthy physical activity. The instructional program offers opportunities for the student to acquire lifetime sport and movement skills that will enhance her overall quality of life, both now and in the future.

Six physical education units are required of all students, except transfer students, whose requirements are based on entering status. Sophomore transfer students need 4 units and junior transfers, 2 units. Students who do not feel safe in deep water are encouraged to take a swimming course.

Most physical education courses meet two hours a week for one semester, for 2 physical education units. Some courses, however, meet for half a semester, for 1 physical education unit.

Fees are indicated where required.

The physical education department does not offer a physical education major program, but 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

R. Battis

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. Seccina

2 units

104fs Beginning Scuba Diving

Designed for someone with no scuba experience. Consists of classroom and pool time. Classroom: learning academics of diving; pool time: learning to use scuba equipment. Optional weekend of ocean diving leading to

NAUI Scuba Diver certification, near end of session. First half of semester.

Does not meet a distribution requirement

S. Ausevich

fee course; 2 units

201f Intermediate Swimming

For the student who is experienced with two to three strokes and can swim a minimum of 25 yards and is comfortable in deep water.

Covers the four competitive strokes and recreational strokes and diving.

Does not meet a distribution requirement

D. Allen

2 units

303s Swim and Stay Fit

Offers conditioning through endurance swimming. Includes instruction on stroke technique.

Does not meet a distribution requirement

D. Allen

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 units with certification, 2 physical education units without; fee course; some classes for the required CPR training portion will meet between 8:00am and 9:50am.; 2-3 units

307s Water Safety Instruction

Includes required test, reading assignments, and final examinations. This course will give the student a Red Cross certification to teach basic water safety and learn to swim classes.

Does not meet a distribution requirement

C. Lee

Prereq. Minimum 17 years of age, screening test; for advanced swimmers; 3 physical education units with certification, 2 physical education units 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

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

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, S. Terrell

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.; 2

units

325s 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

M. Esber, L. Hendricks

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

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

T'ai chi is a slow movement exercise that stimulates energy (chi). This course introduces the Yang-style 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.

Does not meet a distribution requirement

M. Kinuta

half semester; fee course; 1 unit

117s Bon Odori (Japanese Spiritual Dance)

This course focuses on a Japanese Buddhist folk dance performed outdoors and danced in a concentric circle around a raised platform. It is celebrated as a reminder of the gratefulness one should feel toward one's ancestors. From this dance of joy comes Bon Odori, a time in which ancestors and their sacrifices are remembered and appreciated. Through studying the dance, students will understand its intentions: remembering and appreciating who you are and where you come from. Because the dance is closely related to Buddhism, this course will provide an opportunity for the students both to exercise through dancing and to calm their minds.

Does not meet a distribution requirement

K. Haneishi

half semester; 1 unit

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

Second half of fall 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

J. Carey

fee course; 1 unit

211fs 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. Having completed 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; second half of the semester; 1 unit

212fs Intermediate Yoga

Intermediate yoga introduces more advanced variations of basic postures and is an opportunity for students to deepen their experience of this practice. Yoga vinyasa, a style of yoga that links postures together in a flowing se-

quence 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 Saturday in February to complete the CPR section.

Does not meet a distribution requirement

E. Perrella

fee course; no repeats; 2 units

226fs Pilates II

This course continues the work of Pilates mat exercises. Students will attain a deeper understanding of the movement patterns and refine their skills to achieve a higher level of core conditioning and control.

Does not meet a distribution requirement

J. Carey

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. De-

signed for students who have little or no table tennis experience.

Does not meet a distribution requirement

S. Terrell, A. Whitcomb, M. Esber, 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

J. Friedman, S. Terrell, The department
2 units

132s Beginning Soccer

Covers basic technique and strategies as well as the rules of the game. Designed for those with little or no previous experience.

Does not meet a distribution requirement

K. Haneishi
second half semester; 1 unit

133f Beginning Canoeing

This course will provide basic skills and knowledge necessary for safe enjoyment of recreational flat water canoeing. It will cover basic tandem bow and stern strokes. It will provide students with the awareness of common hazards associated with the sport and develop the safety knowledge to avoid such hazards.

Does not meet a distribution requirement

D. Allen

Prereq. Must be a swimmer; swim test given at first class meeting; half semester; 1 unit

134fs Beginning Badminton

This course is an introduction to the game of badminton. Teaches the skills, rules and strategy of singles and doubles. It is designed for students who have little or no badminton experience.

Does not meet a distribution requirement

M. Secina, M. Esber
half semester for 1 physical education unit; 1 unit

135s Beginning Volleyball

Covers basic skills and strategy. Taught in conjunction with Physical Education 235s. For those with little or no experience.

Does not meet a distribution requirement

S. Terrell

half semester; 1 unit

136fs Beginning Fencing

Covers the basic skills, techniques, and strategy of foil fencing.

Does not meet a distribution requirement

D. McMenamin

first half of semester. fee course; 1 unit

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

*139s 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

The department

Beginning skill level. Offered first half of fall semester, 2nd half spring semester. No repeats.; 1 unit

142fs Beginning Squash

Introduces sound footwork, forehand, backhand drives, and volleys, lob serve, backwall shots, and boasts. Covers international squash rules and basic strategy. For beginning players who have had little or no squash experience.

Does not meet a distribution requirement

E. Robson, J. Friedman

2 units

144fs Beginning Racquetball and British Racketball

This course is an introduction to the game of racquetball and British racketball. Covers basic strokes, rules, and strategy. For those

with little or no racquetball/British racketball experience.

Does not meet a distribution requirement

E. Robson, M. Scecina, 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

***242fs Intermediate Squash**

Reviews stroke techniques, footwork, and basic strategies; introduces more advanced strategies; and shots such as slice serves, cross-court lob returns, reverse boast, and drop shots. Emphasizes consistency in shots, shot combinations, and a thorough knowledge of the rules.

Does not meet a distribution requirement

The department, J. Friedman

Prereq. Physical Education 142 or some playing experience.; full semester; 2 units

***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 cor-

rect 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

Teaches safety and general procedures in handling, grooming, and tacking the horse. Allows mounted students to learn and practice the basic riding position and communication aids for stopping, going and turning at the walk and trot with an introduction to the canter. Instruction will be multidisciplinary. Special emphasis on horse care and overall stable management. For those with no prior horse experience and/or no formal riding instruction.

Does not meet a distribution requirement
R. Sattler

2 meetings (60 minutes); fee course (Riding

Fee: \$575); 2 units

52fs Beginning Riding II

Reviews basic riding position and the proper aids for the walk and trot with emphasis on greater control and harmony with the horse. Continues the introduction and practice of canter work and introduces the jumping position.

Does not meet a distribution requirement

L. Sattler, E. Donaldson

2 meetings (60 minutes); Riding fee: \$575; 2 units

53fs Beginning Intensive Riding

Beginning riding course to cover material listed in 051 level courses over a shortened time frame.

Does not meet a distribution requirement

The department

1 credit \$350 fee. Course offered in the first half of December in the evenings 6:00-7:15pm weekdays M-TH. 8 meetings.; 1 unit

54fs Team Beginner/Advanced Beginner Riding

This class is for riders of the 051/052 level who are in need of a physical education riding class to satisfy the riding team requirement of being in a PE class.

Does not meet a distribution requirement

The department

Prereq. permission of instructor; 2 meetings 60 minutes. Fee \$575; 2 units

55fs Western Beginning Riding

Teaches safety and general procedures in handling, grooming, and tacking the horse for Western style riding. Students will learn and practice the basic Western style riding position and communication aids for stopping, going, and turning at the walk and jog. For those with no or very limited horse experience.

Does not meet a distribution requirement

K. Wainscott, The department

One meeting 60 minutes. Fee \$350; 1 unit

150fs Horsemanship

An un-mounted enrichment class designed to give those who love horses, who are thinking about going to veterinary school, or who are interested in animal behavior/psychology an opportunity to learn about proper horse

handling and care from the ground. Topics such as horse behavior, safe and effective handling, grooming, basic veterinary care, hoof care, and stable management will be covered.

Does not meet a distribution requirement

E. Donaldson

Not for credit. One meeting, 60 minutes. Fee \$200; 0 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

Riding Fee: \$575. Two 60-minute classes.; 2 units

250fs Intermediate General Riding

For riders with moderate experience who would like to ride one/time per week on the flat. Riders must be capable of walking, trotting, and cantering. The instructor will stress fun and finer communication with the horse both on the ground and riding through use of both natural and classical approaches. Topics such as bareback, games, longe-ing, green horse training, and principals of classic and hunt seat equitation and dressage will be explored.

Does not meet a distribution requirement

E. Donaldson

One meeting 60 minutes. 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

C. Law, E. Donaldson, T. Lynch

Riding Fee: \$575. Two 60-minute classes.; 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

Prereq. Must be able to walk-trot-canter.

Permission of the instructor.; Riding Fee: \$575.

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

J. Wilda, K. Wainscott

Prereq. For riders that are capable at the walk, jog and lope. 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, T. Lynch

2 meetings (60 minutes); Riding Fee: \$575.

Combined with PE 451-01.; 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

D. Loveless

Prereq. permission of instructor; 1 meeting. \$350.; 1 unit

354fs Modified High Intermediate Riding

For riders highly competent on the flat, in the hunt seat, or in dressage discipline who have less or minimal expertise over fences. Working on the flat, riders will be challenged with classic equitation and dressage principals. On jumping days, they will be led step by step to

work on position and the fundamentals of jumping.

Does not meet a distribution requirement

J. Collins

2 meetings, 60 minutes. Riding fee \$575; 2 units

355fs Advanced Western Riding

For riders with significant Western-style riding experience. The class will focus on further refinement and effective use of the aids for training in equitation, pleasure, trail, and reining. By permission only.

Does not meet a distribution requirement

K. Wainscott

One meeting per week; 60 minutes. Riding fee \$350.; 1 unit

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, N. Cannici

2 meetings (60 minutes); Riding Fee \$575.

Combined with PE 351-01.; 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

D. Loveless

Prereq. permission of instructor; 2 meetings (60 minutes); Riding Fee: \$575; 2 units

455fs Bringing Dressage Theory to Life

This course will explore a series of principles and movements in classical dressage with extensive use of video and text and then work to apply this knowledge in mounted sessions. For advanced dressage riders. Class will meet one time per week mounted and one time per week unmounted. Unmounted session meeting time TBD by instructor and class at first class meeting. One section offered.

Does not meet a distribution requirement

P. Pierce

Prereq. permission of instructor; 2 meetings, 60 minutes. Riding Fee \$450; 2 units

456fs Jumping for Boarders and Ship Ins

For experienced jumping riders with their own mounts to learn and practice over fences weekly. Hunter, jumper, equitation, and event riders welcome. Each week gymnastics and/or full courses will be used to best train the horse and rider to negotiate jumping obstacles in a smooth and harmonious manner with emphasis on track, pace, balance, rhythm, and timing. In the event a personal horse becomes unusable, a pro-rated fee will be incurred.

Does not meet a distribution requirement

J. Collins

Prereq. By permission.; 1 meeting, 60 minutes.

Fee \$350; 1 unit

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 by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horses or those with access to privately owned horses.

Does not meet a distribution requirement

P. Pierce, D. Loveless

Prereq. Permission of instructor; 9 lessons (45 minutes); Riding Fee: \$750; 1 unit

460fs Private Hunter Seat Instruction

Private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horse or those with access to privately owned horses.

Does not meet a distribution requirement

C. Law

Prereq. Permission of instructor; 9 lessons (45 minutes); Riding Fee: \$750; 1 unit

461fs Semi-Private Hunter Seat Instruction

Semi-private instruction available by arrangement and permission of instructor. Until further notice semi private lessons are only available for those with their own horse or those with access to privately owned horses.

Does not meet a distribution requirement

C. Law

Prereq. Permission of instructor; 9 lessons (50 minutes); Riding Fee: \$500.; 1 unit

462fs Semi-Private Dressage Instruction

Semi-private instruction available by arrangement and permission of instructor. Until further notice, semi private lessons are only available for those with their own horse or those with access to privately owned horses.

Does not meet a distribution requirement

D. Loveless

Prereq. Permission of instructor; 9 lessons (50 minutes); Riding Fee: \$500.; 1 unit

Academic Courses

***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. units. Academic credit only.; 4 credits

275s Introduction to Sport Pedagogy

(Community-Based Learning course) This course is designed to introduce students to the many facets of sport pedagogy and coaching. The focus is on the science of coaching, specifically the strategies and styles of coaching youth sports. Topics include coaching philosophy, motor learning, anatomy and physiology, biomechanics, sport psychology and risk management/liability. Other topics include the benefits of playing sports, developing an age-appropriate in-

struction and training program, goal setting, effective feedback, special issues in coaching children, and the importance of coaches as role models for children. Students will work with youth in a local school to apply the concepts and theories learned in the course.

Does not meet a distribution requirement

D. Allen

No PE units awarded.; 4 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 units

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 2013

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 2014

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

E. Robson

Team selection by tryouts in mid-October; 5 meetings; 2 units

443s Intercollegiate Track and Field Team

Spring 2014

443s(1) November through March

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.

C. Lee

Team selection by tryout; 5 meetings; 2 units

443s(2) Outdoor March through May

Outdoor. Includes seven meets. Season begins March and runs through the end of May.

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: Professor Peterson (*cochair*); Associate Professor Aidala (*cochair*); Assistant Professor Arango; Visiting Assistant Professors Burciaga, Smith.

Contact Persons

Sarah Byrne, *senior administrative assistant*
Mark Peterson, *cochair*
Katherine Aidala, *cochair*

Consulting with a departmental advisor, the student may design her major curriculum for various purposes. She may take the courses necessary to prepare for graduate study in physics or closely related fields (including engineering), or she may plan a program that, together with courses from other disciplines, prepares her for advanced work in medicine, environmental engineering, or other physical sciences or branches of engineering, as well as for secondary school teaching, technical writing, or technical positions in industry. Students interested in geophysics, astrophysics, materials science, biophysics, physical chemistry, and other similar programs can work out special majors in consultation with faculty in the appropriate departments.

Requirements for the Major

Credits

- A minimum of 37 credits

Courses

Courses required for the major consist of the following or their equivalents:

- Physics 110, Force, Motion, and Energy and 201, Electromagnetism*
- 205, Introduction to Mathematical Methods for Scientists
- 210, Waves and Particles
- 250, Quantum Mechanical Phenomena
- 231, Machine Shop

Students must also take two of:

- 315, Analytical Mechanics

- 325, Electromagnetic Theory
- 326, Statistical Physics and Thermodynamics

And 8 credits of laboratory work, including: At least one of:

- 220, Intermediate Laboratory
- 308, Electronics
- Independent work (290, 295, 295P, 390, 395, 395P)
- Other advanced lab work with the permission of the department

Course substitutions for the above requirements will be allowed on a case-by-case basis where it makes sense for a student's academic goals; for example, a student interested in biomechanics might reasonably replace Physics 250 with Physics 222 and Physics 395 with Biology 395.

*Students who can demonstrate proficiency in one or both introductory courses by taking placement exams administered by the department may begin their physics study at the appropriate level but must still complete 37 credits of college-level physics courses for the major.

Other

- Up to 4 credits of Physics 295P or 395P may be earned through summer research, following college guidelines for awarding 295P/395P credit. Note that 295P and 395P credit must be arranged with the department before the summer research experience begins; typically, a single eight to ten-week summer research program will account for no more than 2 credits of 295P or 395P. Potential variations on the independent study requirement, such as taking an advanced physics lab course at another institution, will be considered on a case-by-case basis.
- Normally, no more than 12 credits of 290, 295, 295P, 390, 395, or 395P will count towards the major.
- Physics majors are also encouraged to take Chemistry 101 and/or 201 (General Chemistry I and II).

- Math 203 (Calc III – multivariate calculus), Math 211 (linear algebra), and Physics 324, while not required, are recommended for those students planning to take advanced physics courses or to pursue graduate study. Math 302 (complex analysis) and Math 333 (differential equations) are also recommended for students planning to pursue graduate study in physics or engineering.
- Students planning to pursue graduate study in physics are encouraged to take at least one graduate-level course in physics at UMass.

Getting Started in Physics

Entering students considering a major in physics are strongly urged to take Physics 110 in the first year. While it is possible to complete the major by taking Physics 110 and 201 as late as the second year, such a program is not recommended because this delay limits the student's opportunities for advanced electives or honors work.

Sample Programs of Study

Courses in italics are required for the major.

The recommended programs are based on the assumption that the student will undertake an independent project leading to honors in the fourth year. It is important for students to take mathematics courses which teach the specific skills needed for physics. Both integral and differential calculus are necessary for mathematical manipulation of formulas in the introductory physics courses.

Elective courses include: Physics 211, 220, 222, 295, 308, 324, 336, 395 or a wide range of Five College options.

For students beginning physics in the first semester of the first year:

	Semester I	Semester II
Fy	<i>Physics 110</i> Math 202	<i>Physics 201</i> Math 203
Soph	<i>Physics 205</i> <i>Physics 210</i>	<i>Physics 250</i> <i>Physics 315</i>

Jr	Physics 325 Physics 326	Physics 308 Physics 336
Sr	Physics 395 Physics elective	Physics 395 Physics elective

For students beginning physics in the second semester of the first year:

	Semester I	Semester II
Fy	Math 101	Math 202 <i>Physics 110</i>
Soph	<i>Physics 201</i> <i>Physics 205</i>	Physics 308 Physics 315
Jr	<i>Physics 210</i> Physics 395	<i>Physics 250</i> Physics elective
Sr	Physics 325 Physics 326	Physics 395 Physics elective

For students beginning physics in the first sophomore semester:

	Semester I	Semester II
Fy	Math 101	Math 202
Soph	<i>Physics 110</i>	<i>Physics 201</i>
Jr	<i>Physics 205</i> <i>Physics 210</i>	<i>Physics 250</i> <i>Physics 315</i>
Sr	Physics 325 Physics 326 Physics 395	Physics 308 Physics 395

(Physics 231 should be taken during the junior or senior year; note that Physics 324 and 336 will be offered in alternate years. Both 324 and 336 are recommended, as is Math 211.

Requirements for the Minor

Credits

- A minimum of 16 credits at or above the 200 level

Courses

Normally, courses for the minor consist of:

- Physics 210 (Physics 110 is a prerequisite)
- Any three of 205, 210, 250, and 308, although other combinations of courses are

also possible with permission of the department chair.

Teacher Licensure

Students interested in pursuing licensure in the field of physics can combine their course work in physics with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of physics, please consult your advisor or the chair of the physics department.

For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and 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 100–150 is a non-calculus introductory course sequence in physics, appropriate for students in the life sciences and for students with a general, nonprofessional interest in physics. This sequence satisfies the physics requirements of medical school.

Physics 110–201 is a calculus-based introductory course sequence in physics, appropriate for students intending to major in a physical science. To major in physics, a student must complete Physics 201 by the end of her sophomore year. A student with excellent preparation in physics may take a departmental placement exam to place out of one or both of these introductory courses. Any 200 or 300-level 4-credit physics course will then count for distribution in physics.

Physics 110 and 201 do not cover the full range of topics on the MCAT syllabus; the Physics 100 and 150 sequence has a better coverage of these topics.

Course Offerings

100f 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

*104s Renewable Energy

(Same as Environmental Studies 104) We will examine the feasibility of converting the entire energy infrastructure of the US from one that is dependent on fossil fuels to one that utilizes mostly renewable sources of energy. We will examine the potential scale of energy production and the associated costs, natural resource requirements and land usage needs for both renewables, such as solar, wind and biofuel, and non-renewables, such as coal, natural gas, petroleum and nuclear. By applying extensive use of basic algebra and an elementary understanding of the physical processes underpinning each energy technology, we will arrive at a number of urgent conclusions about the challenges facing our energy infrastructure.

Meets Science and Math II-C requirement

A. Arango

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

110fs 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
S. Smith

Prereq. Mathematics 101; 4 credits

150s Phenomena of Physics

This course studies a variety of topics in physics, drawn from the MCAT syllabus, including thermodynamics, acoustics, wave optics, electricity, magnetism, and nuclear phenomena. As in Physics 103/100, the applicable mathematics is geometry, proportion, and dimensional analysis.

Meets Science and Math II-B requirement
M. Peterson

Prereq. Physics 103/100 or 115/110; 4 credits

201fs 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
K. Aidala, J. Burciaga

Prereq. Physics 115/110; Mathematics 202; 4 credits

205f 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.

Meets Science and Math II-C requirement
S. Smith

Prereq. Physics 216/190/201 or concurrent enrollment; 4 credits

210f 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-C requirement
J. Burciaga

Prereq. Electromagnetism (Physics 216/190/201) and Intro to Math Methods (Physics 303/200/205) or concurrent enrollment in 205; 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

***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 animal locomotion, and learn how biologists working in diverse areas (e.g., ecology, development, evolution, and physiology) gain insight through biomechanical analyses.

Meets Science and Math II-B requirement
G. Gillis

Prereq. Physics 115/110 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

250s Quantum Mechanical Phenomena

This course provides an introduction to quantum mechanics. The Uncertainty Principle, Schroedinger's Equation, and the hydrogen atom are studied in depth, with emphasis on angular momentum, electron spin, and the Pauli Exclusion Principle.

Meets Science and Math II-C requirement
J. Burciaga

Prereq. Physics 301/210 and 303/200; 4 credits

290s Advanced Laboratory Practicum

(Speaking- and writing-intensive course)

This course is a hands-on practicum, intended to introduce students to the practice of modern physics research. Depending on student interest, topics include external research seminars by practitioners in the field, training in oral and written scientific communication, presentation and interpretation of research results, scientific modeling, and hands-on experimental skills. Research projects are an integral part of this course; credit will be apportioned in relation to the intensity of the project.

Does not meet a distribution requirement
K. Aidala

Prereq. Permission of department; 1-8 credits

295fs Independent Study

Does not meet a distribution requirement
The department

Prereq. soph, permission of department; 1-4 credits

308s 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 216/190; 2 meetings (3 hours: hands-on lecture and lab combined); 4 credits

315s Analytical Mechanics

Newton's great innovation was the description of the world by differential equations, the beginning of physics as we know it. This course studies Newtonian mechanics for a point particle in 1, 2, and 3 dimensions, systems of particles, rigid bodies, and the Lagrangian and Hamiltonian formulations.

Does not meet a distribution requirement
S. Smith

Prereq. Physics 303/200; 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 216/190, 303/200; 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. Intro to Math Methods (Physics 303/200/205); 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
S. Smith

Prereq. Intro to Math Methods (Physics 303/200/205) and Quantum Mechanical Phenomena (Physics 302/250) or permission from department; 4 credits

***328s From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering**

(Writing-intensive course; Same as Chemistry 328) The performance of many engineered devices is dependent on macroscopic factors (pressure, temperature, flow, conductivity). As a result, engineers often model devices macroscopically considering atomistic level details only through fixed parameters. These parameters do not always capture the full atomistic level picture. More accurate multi-scale approaches for modeling macroscopic properties use basic atomistic level chemistry at key points in larger scale simulations. This course is an introduction to such approaches focusing on fuel cells as a concrete example. Basic scientific principles will be developed along side of basic engineering principles through project/case studies.

Does not meet a distribution requirement
M. Gomez

Prereq. Math 202 and Physics 216/190; 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

N. Abraham

Prereq. Physics 302/250; Physics 324 or 336 will normally be offered in alternating years; 4 credits

390s Advanced Laboratory Practicum

(Speaking- and writing-intensive course)

This course is a hands-on practicum, intended to introduce students to the practice of modern physics research. Depending on student interest, topics include external research seminars by practitioners in the field, training in oral and written scientific communication, presentation and interpretation of research results, scientific modeling, and hands-on experimental skills. Research projects are an integral part of this course; credit will be apportioned in relation to the intensity of the project.

Does not meet a distribution requirement

K. Aidala

Prereq. 16 credits in Physics, permission of department; 1-8 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, Smith; Associate Professors Chen (*chair*), Markovits; Assistant Professor Reiter; Visiting Five College Assistant Professor of Government Dionne; Visiting Lecturer in Politics and UMass Teaching Associate Tanzi.

Contact Persons

Patricia Ware, *senior administrative assistant*
Calvin Chen, *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 246, American Political Thought
- 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
- Politics 246, American Political Thought
- Critical Social Thought 250, Classics In Nineteenth-Century Critical Social Thought (when taught by Professor Cocks)

300-level course work:

- Three courses (12 credits) at the 300 level, two of which (8 credits) must be taken at Mount Holyoke College. The remaining course (4 credits) may be completed at another institution, subject to departmental approval. No more than 4 credits of 395 may be counted toward this requirement of three courses at the 300 level.
- A single course at the 200 level offered at Mount Holyoke can be taken at the 300 level with the instructor's permission, provided the student has already taken 8 credits in politics, and provided the instructor and student agree upon additional work.

Requirements for the Minor

Credits

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

Courses

- These courses must span at least two of the department's four subfields: American politics; comparative politics; international politics; political theory.

Other

- Students must obtain the approval of the department chair at the time they register for their next-to-last semester.

Teacher Licensure

Students interested in pursuing licensure in the field of politics can combine their course work in politics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of politics, please consult your advisor or the chair of the politics department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the politics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Course Offerings

100fs First-Year Seminars in Politics

Fall 2013

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 100-01)

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

Spring 2014

100s(1) 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

100s(2) What in the World is Going On?

(First-year seminar; writing-intensive course)

We know the world faces several profound problems that may well threaten the long-term sustainability of life as we know it: environmental degradation and resource limits, deepening global inequality, global corporate capitalism, and ineffective national and international political institutions. To respond wisely, we must understand the complex interlocking systems we loosely name contemporary globalization. Only then will we be able to imagine appropriate responses and solutions.

Meets Social Sciences III-A requirement

P. Gill

Prereq. fy; 4 credits

**100s(3) Family Ties*

(First-year seminar; writing-intensive course)

In this course, students will engage a number of classic works of literature and philosophy, as well as contemporary works, in order to reflect on the ways the family shapes private and public life and is, in return, shaped by them. We will cover such questions as: how

does the family create and then influence the individual? What does it mean to be part of a family? What do individuals owe their families and are those obligations fair? How do we form families? Can the family insulate individuals from politics and society—in good ways and bad? Is political order like familial order? Are the state and society a threat or support for the family? How have these understandings changed over time?

Meets Social Sciences III-A requirement

E. Markovits

Prereq. fy; 4 credits

**100s(4) Black Metropolis: From MLK to Obama*

(First-year seminar) "Black Metropolis" refers 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

104fs American Politics

Offers an overview of the American political system and the theories of those who both celebrate and criticize it. Focuses on the institutions of American politics, including the Constitution, the presidency, Congress, the courts, parties, elections, interest groups, and movements seeking political change. Also includes a theoretical focus: a critical examination of the varieties of liberalism, conservatism, pluralism, and democracy that inform the practice of American politics.

Meets Social Sciences III-A requirement

P. Smith, The department

4 credits

106f Comparative Politics

This course provides an introduction to comparative political analysis, one of the four subfields of political science. The primary objective is to help students understand how the “modern” world, one characterized by the rise of industrialized nation-states, took form and what shape it might take in the post-Cold War era. We will examine how the challenges of economic development, social transformation, and nation-building sparked the emergence of alternatives to “modernity” characterized by diverse configurations of political institutions and social forces. We will also assess how globalization and the re-emergence of local identities may be redefining our understanding of “modernity.”

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, K. Khory, A. Reiter

4 credits

200s Introduction to Africana Studies

(Writing-intensive course; Same as Africana Studies 200) This reading and writing-intensive course draws upon the intellectual traditions of African American, African, and African diasporic studies in order to explore the connections and disjunctures among people of African descent. While the course pays attention to national, regional, and historical contexts, it asks this question: what do African descended people have in common and when and how are their experiences and interests different?

Meets multicultural requirement; meets Social Sciences III-A requirement

P. Smith

4 credits

208f Chinese Politics

This course examines the politics of contemporary China. Beginning with an assessment of the origins of the Chinese Revolution, the course then examines core institutions and events in the People's Republic, including the Great Leap Forward, Cultural Revolution, post-Mao reforms, and the Tiananmen Incident. In addition, the course analyzes the changing nature of state-society relations, the emergence of new social and political identities, and China's role in the international arena.

Meets Social Sciences III-A requirement

C. Chen

Prereq. Politics 106; 4 credits

***209f Russian Politics**

(See Russian and Eurasian Studies 240)

Meets Social Sciences III-A requirement

S. Jones

4 credits

211f Ancient and Medieval Political Thought

Through the works of the ancient tragedians and comedians, Thucydides, Plato, Aristotle, Cicero, Seneca, Augustine, Aquinas, and Pizan, this course explores themes in ancient and medieval political thought. In alternating years, the course will be taught as either a survey of a wide array of authors or as a more thematically focused study of just a few writers. In either format, we will pay particular attention to the ways these writers characterized the relationship between the individual and community; the roles knowledge, reason, emotion, and rhetoric play in political life; the link between gender and citizenship; and the various forms political community can take.

Meets Social Sciences III-A requirement

E. Markovits

Prereq. soph, jr, sr; 4 credits

212s Modern Political Thought

(Same as Critical Social Thought 212)

Through the writings of such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill, we will examine central issues of modern Western political thought. Understanding modernity to entail a turn from political legitimacy based on the will of God to political legitimacy based on the conscious designs of human beings, we will focus on

the significance of this turn for questions of sovereign power, the relationship between rulers and ruled, human nature, and the meaning of freedom.

Meets Social Sciences III-A requirement

J. Cocks

Prereq. soph, jr, sr, or first-year with 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

229s Propaganda and War

This course explores propaganda techniques and mobilization for war. Drawing on recent comparative and historical examples, we will analyze war mobilization strategies and different forms of propaganda, its control, and dissemination from a variety of cross-cultural perspectives. We will address the following questions: Why is propaganda necessary? What is the media's relationship to state propaganda efforts? How do states control information in an age of “citizen journalists” armed with cell phones? How do activists and protest movements contest state propaganda? We conclude by examining key trends in the development of mass media forms and technologies and their implications for global politics.

Meets Social Sciences III-A requirement

K. Khory

4 credits

230s Resistance and Revolution

This course examines the dynamics and causes of protest, rebellion, and revolution. Topics include the three “great” revolutions - the French, Russian, and Chinese - as well as such social science theories as moral econ-

omy, rational choice, resource mobilization, political culture, and relative deprivation. Attention will be devoted to peasant protest and elite responses to resistance movements. The objectives of the class are to familiarize students with alternative explanations of revolutionary change and to provide students with an opportunity to link general theories to specific case studies.

Meets Social Sciences III-A requirement

C. Chen

4 credits

233f Invitation to Feminist Theory

(Same as Gender Studies 221) This course explores the overlapping dualities of the feminine and the masculine, the private and the public, the home and the world. We examine different forms of power over the body; the ways gender and sexual identities reinforce or challenge the established order; and the cultural determinants of “women's emancipation.” We emphasize the politics of feminism, dealing with themes that include culture, democracy, and the particularly political role of theory and on theoretical attempts to grasp the complex ties and tensions between sex, gender, and power.

Meets Social Sciences III-A requirement

E. Markovits

Prereq. soph, jr, sr; 4 credits

235f Constitutional Law: The Federal System

This course examines the impact of U.S. constitutional law on the legitimacy of different assertions of governmental power. Topics include judicial review; congressional control of court jurisdiction; federal regulation of the economy; and the relative powers and authority of the president, Congress, and the courts in national emergencies, foreign relations, war, and covert action, including torture and assassination. Case method.

Meets Social Sciences III-A requirement

C. Pyle

Prereq. Politics 104; 4 credits

***236s Civil Liberties**

This course addresses the federal Constitution and civil liberties. Topics include the authority of the courts to read new rights into the Constitution; equal protection of the laws and affirmative action for racial minorities, women, gays, and non-citizens. Also, free-

doms of expression, association, and the press. Emphasis on the appropriateness of different methods of interpreting law. Case method.

Meets Social Sciences III-A requirement

C. Pyle

Prereq. Politics 104; 4 credits

***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, and 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

243f Latin American Politics

(Same as Latin American Studies 243) 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

A. Reiter

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

247f 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

249f African Politics

This course covers African politics from the pre-colonial period to the contemporary era, examining local experiences of democracy, governance, and economic development in light of varied colonial experiences, independence movements, international political economy, and informal sources of political power. Students will read closely historical, theoretical, and creative texts on African Politics, and consult contemporary media coverage of Africa.

*Meets Social Sciences III-A requirement**K. Dionne**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****252f 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 Orisich, 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**

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

Prereq. so, jr or fy with permission of instructor.; Gateway course for thematic minor on Comparative Empires; 4 credits

255s Gender and Power in Global Contexts: Sexual and Reproductive Rights in Latin America

(Same as Gender Studies 250-01) Since the 1990s Latin America has witnessed increasing societal and political debates over sexual and reproductive rights. Issues such as abortion, gay marriage, transgender rights, sexual education and assisted reproductive technology have risen to the top of political agendas after decades of silence, taboos, and restrictive or non-existent legislation. The course provides a survey of sexual and reproductive rights in Latin America highlighting the disparities within the region and analyzing the multiple factors behind current policies.

Meets Social Sciences III-A requirement

*C. Fernandez-Anderson**4 credits***263f Kremlin Rising: Russian Foreign Policy in the 21st Century**

(Taught in English; Same as Russian and Eurasian Studies 246) This course will examine the foreign policy of the Russian Federation of the past twenty years. As a successor state Russia has inherited both the Soviet Union's clout (nuclear arms, permanent seat on the U.N. Security Council) and Soviet debts - monetary, psychological, and historical. What are the conceptual foundations of Russian diplomacy? Can we deconstruct Russian nationalism so as to examine its different trends and their impact on foreign policy? Do Russian exports of oil and gas define Russian diplomacy, as it is often claimed? Is there any pattern in the struggle over resources and their export routes in continental Eurasia?

Meets Social Sciences III-A requirement

*C. Pleshakov**4 credits*

***264s Russia and the West**

(Taught in English; See Russian and Eurasian Studies 241)

Meets Social Sciences III-A requirement

S. Jones

4 credits

266s 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) 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

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; See Russian and Eurasian Studies 313)

Meets Social Sciences III-A requirement

S. Jones

Prereq. any two courses in any combination from politics, international relations, or economics; 4 credits

302f Urban Policy

(Community-Based Learning course; Same as Africana Studies 302) Gentrification, unemployment, crime, failing schools, disinvestment, mass incarceration—what comes to mind when you think of the inner city? In response to a constrained fiscal environment, cities have increasingly adopted neoliberal policy approaches to address seemingly intractable urban problems. The seminar will study current research to assess the political and economic impact of this neoliberal policy regime on housing, education, and public safety. This is an inter-institutional class, linked with an advanced seminar on the same topic at Holyoke Community College. Both classes will meet together occasionally for films and guest speakers.

Meets multicultural requirement; meets Social Sciences III-A requirement

P. Smith

Prereq. Politics 250 or 252; 4 credits

***308s Nationalism**

(Taught in English; Same as Russian and Eurasian Studies 330) 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, Russian and Eurasian Studies, or History; 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

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

314s Political Violence: Causes and Solutions

This course is an examination of political violence. Throughout the semester, the course covers the various manifestations of political violence, focusing on diverse topics such as genocide, ethnic conflict, interstate war, terrorism, and civil war. The course explores the debates in the field of political science regarding the nature and causal factors behind these types of violence. The course also examines how to end violence, how to maintain peace, and how societies should attempt to heal from periods of violence.

Meets Social Sciences III-A requirement

A. Reiter

Prereq. jr., sr., 8 credits in department, or permission of instructor; 4 credits

320f Impacts of War

(Taught in English; Same as Russian and Eurasian Studies 331) Sometimes the object of aggression, sometimes itself the aggressor, Russia has been party to all the major military conflicts of the 19th and 20th centuries - Napoleonic Wars, Crimean War, World War I, and World War II. Russian army also fought in numerous regional wars, notably in Afghanistan in 1979-1989 and recently in Chechnya and Georgia. We will study perceptions of war in modern Russian society and look at their origins, and for that we will do in-depth study of impacts of past wars. What generated support for the government? How does the notion of "acceptable losses" change over time? How did wars of the past affect social structures and gender roles in Russia?

Meets Social Sciences III-A requirement

C. Pleshakov

Prereq. Juniors and Seniors only; 4 credits

329s Politics & Greek Tragedy

(Same as Classics 329) Students in this course will explore ancient Greek tragedy as a way of thinking through such central problems of political life as freedom, identity, responsibility, and justice. The course will place the ancient texts in their particular historical context, while also attending to the material as a springboard for confronting contemporary political questions. The course will also address the broader implications of turning to ancient material and to literature as sources for political theorizing.

Meets Social Sciences III-A requirement

E. Markovits

Prereq. Prereq. 8 credits in Politics or Classics (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

***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

***350f Revolutions**

(Taught in English; See Russian and Eurasian Studies 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

356s Black Migrations

(Same as Africana Studies 356) This seminar is a comparative examination of the migration of African-descended people within and to the United States. It looks at in succession the original African diaspora through the Atlantic slave trade; the Great Migration of African Americans from the South; the immigration to the U.S. of African-descended people from the West Indies; and last, the movement of Africans from the continent to the United States since 1965 when immigration laws became more inclusive. We will evaluate the process of African Americanization for each new migratory group in all of its cultural and political ramifications.

Course material includes articles, books, films, novels, and guest speakers.

Meets multicultural requirement; meets Social Sciences III-A requirement

P. Smith

Prereq. Africana Studies 200; 4 credits

357f War and Peace in South Asia

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 and Rhetoric**

(Writing-intensive course) People have long accused politicians of using rhetoric to pander to audiences and get what they want regardless of the truth. But democratic politics depends on communication to persuade and motivate others. In this course, we will analyze classical writings on rhetoric, contemporary democratic political theory, and hear from professionals in order to probe the relationship between rhetoric and politics. Students will also engage in an extended campaign simulation, in which they devise, implement, and react to campaign rhetorical strategies. In addition to our weekly seminar meeting, there is a required fourth hour. Prior work in political theory is required and prior work in American Politics is strongly recommended.

Meets Social Sciences III-A requirement

E. Markovits

Prereq. jr. sr. with permission of instructor. 8 credits in politics, including at least one theory course required.; 4 credits

***366f International Migration**

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 net-

works 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 AND permission of instructor; 4 credits

***370s Marx and Marxism**

On theoretical and practical questions at the heart of the Marxist tradition, including 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, revisions to Western Marxism after the Bolshevik Revolution, and echoes of Marx in contemporary critiques of globalization, class inequality, and neo-imperialism.

Meets Social Sciences III-A requirement

J. Cocks

Prereq. jr, sr, or 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

385f International Security

This course focuses on the recasting of global security concerns after the end of the cold war. It pays special attention to the problems of economic and ecological security; the relationship between security and democracy; 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, 106 recommended; 4 credits

391fs Pivotal Political Ideas

Fall 2013

391f(1) The Idea of Conservatism

(Same as Critical Social Thought 391) This course explores such contested political concepts as democracy, power, nationalism, freedom, identity, alienation, civil society, and the public sphere - as those concepts have been interpreted by diverse currents of political thought. This fall we will examine the idea of conservatism, focusing on the intellectual legacy of Edmund Burke, Leo Strauss, and Ayn Rand, as well as the political writings of contemporary conservatives and the plat-forms of popular tendencies such as the Tea Party movement.

Meets Social Sciences III-A requirement

J. Cocks

Prereq. jr, sr, 8 credits in department or in critical social thought; 4 credits

*391f(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 2014

391s(1) The Concept of Power

(Same as Critical Social Thought 391) This course explores such contested political concepts as democracy, freedom, alienation, civil society, and the public sphere, as those concepts have been interpreted by diverse currents of political thought. We will focus on the concept of power, with special emphasis on the work of three maverick scholars — Michel Foucault, Judith Butler, and James C. Scott — who in different ways have shaken

up both conventional and radical thinking on the subject.

Meets Social Sciences III-A requirement

J. Cocks

Prereq. jr, sr, 8 credits in department or in critical social thought; 4 credits

***391s(2) Sovereignty**

An exploration of the idea of sovereignty, from its articulation as absolute monarchical authority in the 16th and 17th centuries to its metamorphosis as popular sovereignty in the 18th and 19th centuries to current debates over whether sovereign power is outmoded both domestically and in international relations. Drawing on historical as well as political theoretical texts, we will look critically at sovereign power and sovereign freedom as political ideals.

Meets Social Sciences III-A requirement

J. Cocks

Prereq. jr, sr, 8 credits in department, international relations, critical social thought, or permission of instructor; 4 credits

***391s(4) Citizen and the Foreigner**

On the antinomy of the citizen and the foreigner. We will examine both classic theories of citizenship and practical challenges to those theories posed by diasporic groups and other cultural strangers such as exiles, refugees, economic migrants, and stateless populations. We also will consider the pressures placed on traditional notions of citizenship by transnational social and environmental problems, as well as by the power of global economic forces over domestic political communities. Meets Social Sciences III-A: Anthro, econ, geog, etc. requirement

Meets Social Sciences III-A requirement

J. Cocks

Prereq. jr, sr, 8 credits in department, international relations, critical social thought, or permission of instructor; 4 credits

***391s(6) Political Violence**

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 cit-

izens 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 violence 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 department, international relations, or critical social thought; 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, whose influential if controversial works cover revolution, violence, and totalitarianism; the nation-state and statelessness; imperialism and racism; and anti-Semitism and Zionism.

Meets Social Sciences III-A requirement

The department

Prereq. jr, sr, 8 credits in Gender Studies or Critical Social Thought; 4 credits

395fs Independent Study

Does not meet a distribution requirement

The department

Prereq. jr, sr, permission of department and instructor; 1-8 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
	<i>Russian and Eurasian Studies</i>
151	Fire and Sword in the Caucasus: A Family Saga
240	Russian Politics
241	Russia and the West
242	Oil and Water Don't Mix: Geopolitics, Energy, and the Environment
243	Terrorism: Russia as Its Cradle
312	Silk Roads: Ancient and Modern
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, Deutsch, Hollis, Hornstein, Millard, Packard, Ramsey, Shilkret; Associate Professor Douglas; Assistant Professors Breen and Haydon; Visiting Assistant Professors Blackburn, Grillo, Schwartzer.

Contact Persons

Janet Crosby, *senior administrative assistant*
Sandra Lawrence, *chair*

Requirements for the Major

Students interested in the field of psychology (as well as the field of education) begin their program by taking a 100-level course in psychology.

Credits

- A minimum of 32 credits

Courses

- 100-level course in psychology
- 200, Research Methods in Psychology, *and*
- 201, Statistics
- At the 200 level, all majors must take courses in at least three of the five areas of the psychology curriculum: A) social psychology; B) personality and abnormal psychology; C) developmental and educational psychology; D) perception, cognition, and language; and E) biological bases of behavior. At least one of these courses must be from areas D or E. Psychology 295, Independent Study cannot be used to fulfill this requirement.
- At the 300 level, all majors must take three courses, two of which must be laboratory courses. 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
- 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
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.

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)

Master of Arts

The Department of Psychology and Education admits qualified graduate students to study for a master of arts degree in psychology. For further information about this M.A. degree, consult the Admission and Other Degree chapters.

Course Offerings

General Psychology

100fs 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

M. Breen, K. Haydon

4 credits

110f Introductory Seminar in Psychology

Fall 2013

110f(1) Sex, Drugs, and Psychopaths

(First-year seminar; speaking- and writing-intensive course) This seminar will explore some of the underlying biological mecha-

nisms that drive human behavior. What was thought to once be a matter of choice—controversial behaviors such as polygamy, drug use, and murder—will be explored through a deeper understanding of the brain. Students will survey the biological underpinnings of complex human behaviors and explore novel hypotheses and current scientific methods used in behavioral neuroscience research. After gaining an understanding of the human brain, students will have the opportunity to discuss the potential societal repercussions of these advancements in neuroscience.

Meets Social Sciences III-A requirement

J. Schwartzner

Prereq. fy; 4 credits

**110f(2) 100 Marathons*

(First-year seminar; speaking- and writing-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

Prereq. fy; 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

K. Binder

Prereq. a 100-level course in psychology or

Neuroscience 100 AND Psychology 201 or Statistics 240; 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
J. Schwartz

Prereq. a 100-level course in psychology or Neuro 100; Students should sign up for the lecture course and one lab section; 4 credits

295fs Independent Study

Independent study programs are arranged with individual faculty members in the department.

Does not meet a distribution requirement
The department
Prereq. permission of instructor; 1-4 credits

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.

Does not meet a distribution requirement
S. Lawrence

Only graduate students and students doing an honors thesis are permitted to register.; 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.

Does not meet a distribution requirement
S. Lawrence

Only graduate students and students doing an honors thesis are permitted to register.; 1 credit

Social Psychology

The courses in the area of social psychology are concerned with how the social environment affects the behavior of individuals. Among the major topics covered are the ways attitudes develop and change; the conditions under which individuals adhere to or deviate from social norms; the behavior of groups; communication; social interaction and interpersonal relationships; and the similarities and differences between women's and men's behavior.

210f Social Psychology

This course surveys a range of topics within social psychology. How do other people influence us? How do people perceive one another? How do attitudes develop and change? Under what conditions do people conform to, or deviate from, social norms? We will survey concepts across several areas of social psychology with an emphasis on empirical research evidence.

Meets Social Sciences III-A requirement
N. Gilbert Cote

Prereq. a 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 what ways are whites affected by a system that privileges whiteness? This course will explore the mind, behavior, and impact

of racism on targeted and privileged racial groups and the subsequent movements of liberation from historical, conceptual, intrapersonal, and interpersonal levels. 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 and benefits.

Meets Social Sciences III-A requirement

The department

Prereq. Soph, jr, sr; 4 credits

215f Racism and Inequality in Schools and Society

(Community-Based Learning course; writing-intensive course; Same as Education 205) What is race? Who decides? Are we a "postra-racial" 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

K. Helmer

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

Prepracticum required; 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. Students must email Prof. Deutsch during advising week to explain why they want to take the course; 4 credits

319f Seminar in Social Psychology: Gender and Domestic Labor

(Same as Gender Studies 333Q) 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 email Prof. Deutsch during advising week to explain why they want to take 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.

220s Theories of Personality

(Speaking-intensive course) How do theorists' ideas about personality relate to their own life experiences? Does the gender of a theorist affect the claims they make about women's and men's personalities? Autobiographical writings of key theorists (Freud, Jung, Horney, Deutsch) are read in conjunction with their classic works, with an eye toward exploring how people are similar to, and different from, one another and how childhood experiences shape adult behavior.

Meets Social Sciences III-A requirement

A. Douglas

Prereq. soph, jr or sr & Psychology 100,101 or 110; 4 credits

222f Abnormal Psychology: Clinical Perspectives

This survey course on abnormal psychology focuses on understanding diagnoses included in the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition* and their implications for the understanding and treatment of psychological disorders. Throughout the course we will question the concept of abnormality and examine its positive and negative effects in the amelioration of human suffering.

Meets Social Sciences III-A requirement

R. Goren-Watts

Prereq. 100-level psychology course; 4 credits

323f Laboratory in Qualitative Research (Speaking- and 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. Jr., Sr. and Psychology 200.; 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 implica-

tions 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 2013

329f(1) 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. Jr., Sr., and 8 credits in the department. A course in Abnormal Psychology or Literature (any language) preferred.; 4 credits

**329f(2) Psychology of Trauma* (Same as Gender Studies 333C) 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

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

K. Haydon, A. Grillo

Prereq. a 100-level course in psychology; 4 credits

232f Behavior Problems during the Preschool Years

(Same as Educational Studies 232) What role does the preschool classroom play in supporting social and emotional readiness for elementary school, particularly for those children entering preschool with behavior

challenges? Early difficulties in peer relationships and with emotional and behavioral self-regulation interfere with learning and can set the stage for additional problems later in development. This course will provide an overview of child development as a foundation for studying behavior problems that present during the preschool years. The course will also focus on characteristics of early childhood classrooms and experiences that promote more adaptive functioning in classroom settings.

Meets Social Sciences III-A requirement

E. Blackburn

Prereq. 100-level course in psychology; this course also counts in the Personality/Abnormal area; 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

A. Grillo

Prereq. soph, jr or sr; Prepracticum required.

Many of the available placements for this course are in after-school settings (one afternoon per week); 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

330s Lab in Developmental Psychology

Spring 2014

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) Laboratory in Romantic Development: Observational Coding Methodology

Students will work in teams to code videotaped observations of romantic conflict discussions. Students will learn to code emotion expressions, conflict engagement and resolution strategies, attachment behaviors, and relationship quality at both the dyadic and individual levels. Students will also write their own coding scales to apply to these observations. Issues of coding bias, construct validity, and intercoder reliability will be addressed. Emphasis will be on conceptual and methodological aspects of developing, coding, and analyzing observational data for individuals and individuals nested within dyads.

Meets Social Sciences III-A requirement

K. Haydon

Prereq. Psychology 200, 201; 230 or 236 and permission of instructor.; During advising week students must submit a statement to the professor saying why they want to take the course.; 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

A. Grillo

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: Close Relationships across the Lifespan

This course will cover developmental implications of close relationships from infancy through adulthood with a focus on parents, friendships, and romantic partners. The goal is to examine normative developmental processes through a relational lens.

Meets Social Sciences III-A requirement

K. Haydon

Prereq. jr, sr, and Psychology 230; 4 credits

Perception and Cognition

The courses in this area are concerned with how we acquire, use, and recollect information. Major topics include visual and auditory perception, learning and memory, and how individuals understand language. Students concentrating their study in this area, especially those with an interest in cognitive neuroscience, are urged to take additional courses in neuroscience and behavior, developmental psychology, and biological sciences (333, Neurobiology). Courses in philosophy (210, Logical Thought; 264, Philosophy of the Mind) and computer science (101, Problem Solving and Structured Programming; 334, Artificial Intelligence) 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

241f Cognitive Psychology

Cognition encompasses a range of phenomena that define our mental lives. This course considers empirical investigations and theoretical accounts of cognitive issues, including learning and memory, creativity and problem solving, decision making, attention, consciousness, and language.

Meets Social Sciences III-A requirement

C. Lee

Prereq. a 100-level course in psychology; 4 credits

340fs Laboratory in Perception and Cognition

Fall 2013

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 2014

340s(1) Speech

This course presents an overview of laboratory methods in cognitive psychology, in-

cluding: 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 complete 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 and 201; 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 240 or 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 biological 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

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. Psychology 100 and Biology 145 or 160; 4 credits

251s 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 or Neuroscience 100; soph. jr. sr.; 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; and permission of instructor; 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: TBA

Meets Social Sciences III-A requirement

The department

Prereq. Psychology 250 or Biological Sciences 333 and permission of instructor.; 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, Packard, Ramsey; Assistant Professor Reilly; Visiting Lecturer Allen.

Contact Persons

Cheryl McGraw, *senior administrative assistant*

Sandra M. Lawrence, *director, Secondary/Middle Teacher Licensure Program*

Sarah Frenette, *interim director, Early Childhood/Elementary Teacher Licensure Program and Five College Teacher Licensure Coordinator*

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. 9).

Requirements for the Major in Psychology and Education

Credits

- Option I—A minimum of 60 credits (including the practicum)
- Option II—44 credits
- At least 20 of these credits must be at the 300 level in two or more disciplines (i.e., psychology, education, sociology, politics, etc.).

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 263, Teaching English Language Learners
- Education 300, The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools
- Education 322, Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education
- Education 323, Student Teaching in Early Childhood and Elementary Schools
- Education 320, Observing and Assisting in Inclusive Classrooms (junior or senior year)
- Education 325, The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum

In addition, applicants for the elementary license (1–6) should plan their distribution courses so that they will fulfill general education requirements in math, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Elementary and Secondary Education as appropriate for the elementary license. Applicants for the early childhood license (PreK–2) must enroll in Psychology 331, Lab in Early Social and Per-

sonality Development. See the appropriate program director or the teacher licensure coordinator for assistance in selecting this course work.

Additional Courses for Option II

- An additional laboratory course at the 300 level. The laboratory requirement may be satisfied in either of two ways:
 1. By electing one course from among:
 - Psychology 310, Laboratory: Research Methods in Social Psychology
 - 323, Laboratory in Qualitative Research
 - 324, Laboratory in Personality Research: Quantitative Methods
 - 325, Laboratory in Psychological Assessment
 - 326, Laboratory in Personality and Abnormal Psychology
 - 330, Laboratory in Developmental Psychology
 - 331, Laboratory in Early Social and Personality Development
 - 340, Laboratory in Perception and Cognition
 - 350, Laboratory in Behavioral Neuroscience
 - 351, Laboratory in Animal Learning and Animal Behavior
 - Or
 2. By electing an independent research project:
 - The project must include analysis of data (e.g., quantitative, qualitative, archival, biographical), using any empirical method (e.g., experiment, case study, interview) and must be presented orally to the department at the end of the semester.
 - This option requires a minimum of 4 credits of Education 395.

Requirements for the Minor in Education (with Teacher Licensure)

The minor in education (with teacher licensure) provides students with the course work necessary for applying to Mount Holyoke's teacher licensure programs. Information about the teacher licensure programs, procedures for admittance into one of the programs, and required course work follows.

Teacher Licensure Programs

Currently, Mount Holyoke College is approved by the state of Massachusetts to offer "initial" licensure programs in the following areas: early childhood education (PreK–2), elementary education (1–6), biology (5–8) and (8–12), chemistry (8–12), earth science (5–8) and (8–12), physics (8–12), English (5–8) and (8–12), history (5–8) and (8–12), mathematics (5–8) and (8–12), political science (5–8) and (8–12), French (5–12), German (5–12), Italian (5–12), Latin and classical humanities (5–12), Russian (5–12), Spanish (5–12), dance (all levels), music (all levels), theater (all levels), visual art (PreK–8) and (5–12).

Procedures and Courses of Study

Students who wish to pursue teacher licensure at Mount Holyoke must complete the following: 1) attend an initial advising session with Sarah Frenette, Five College Teacher Licensure Coordinator and interim director, Early Childhood/Elementary Teacher Licensure Program, by the middle of the sophomore year in order to identify course work in the major and in the arts and sciences necessary for licensure, 2) enroll in a sequence of courses in the psychology and education department constituting the education minor, 3) attend follow-up advising sessions with Sarah Frenette (early childhood or elementary) or Sandra Lawrence (middle and secondary, foreign language, dance, music, theatre, and visual art programs) as well as advisors in the major to assist with course selection necessary for teacher licensure, and 4) complete the application process for the practicum year. Part of the applica-

tion process includes passing all components of the Massachusetts Tests for Educator Licensure (MTEL) before the spring practicum.

Required Courses for the Education Minor Specific to the Early Childhood and Elementary Teaching License

Students pursuing early childhood or elementary licensure with a major in any discipline other than Psychology and Education must take Psychology 230 and 233; either Education 205 or 220; Education 263, 300, 320, and Education 325, 322, and 323; Educational Studies/English 265 is required for elementary applicants and highly recommended for early childhood applicants. Early childhood (PreK–2) applicants must also take Psychology 331. Students pursuing early childhood or elementary licensure with an interdisciplinary major in Psychology and Education (Option I) must follow course work described under the psychology and education major (the course work for the teacher licensure minor is included within the major). All applicants for the elementary license (1–6) should plan their distribution courses so that they will fulfill general education requirements in math, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Elementary and Secondary Education as appropriate for the elementary license. Questions regarding course work are addressed during advising.

Required Courses for the Education Minor Specific to Teaching Licenses in Middle or Secondary Education, Foreign Language, Dance, Music, Theatre, or Visual Art

Students pursuing middle or secondary (as well as foreign language, dance, music, theatre, or visual art) licensure must take Psychology 230 and Psychology 233; either Education 205 or 220; Education 263, 320, and Education 330, 331 and 333; Education 234 is highly recommended; and a subject-specific methods of teaching course at one of the Five Colleges.

Application to the Practicum Semester

Candidates for teacher licensure at all levels must apply to participate in the practicum semester between December 1 and January 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.

Teacher Incentive Semester (TIS)

The Teacher Incentive Semester provides an opportunity for those students who wish to pursue a teaching license but were unable to complete their final teacher licensure program requirements within the usual number of semesters expected for the bachelor's degree. The Teacher Incentive Semester is offered in the spring semester only and consists of the practicum course and the practicum seminar. To be eligible for TIS, the student must both, before the TIS semester: 1) have completed all graduation requirements including those of the major, minor, College distributions, and 128 credits; 2) have exceeded the funding limitation standards of the College (i.e., at least eight semesters for first-year fall entrants or seven semesters for first-year spring entrants. Transfer and Frances Perkins students should consult with Student Financial Services to determine the applicable limitation standard.). Courses of study as well as procedures for application to a specific teacher licensure program and practicum are the same as those for students who complete the practicum without TIS eligibility. (See "Application to the Practicum Semester" above.) Students accepted into a teacher licensure program and TIS will be charged one credit for the TIS semester.

There is no financial aid eligibility during the TIS semester.

Obtaining a Teaching License from the Massachusetts Department of Elementary and Secondary Education

To become eligible for licensure in the state of Massachusetts through Mount Holyoke's curriculum, graduates must 1) successfully complete the requirements of a Mount Holyoke teacher licensure program, 2) pass all the appropriate components of the Massachusetts Tests for Educator Licensure (MTEL), and 3) submit licensure application materials and fees to the Massachusetts Department of Elementary and Secondary Education. Once candidates obtain licensure in Massachusetts, they are eligible for licensure in many other states through reciprocity agreements arranged by the Massachusetts Department of Elementary and Secondary Education.

Master of Arts in Teaching

The Department of Psychology and Education admits qualified graduate students to study for the degree of master of arts in teaching. For further information about the M.A.T. degree, consult the Admission and Mount Holyoke Extension chapters.

Course Offerings

220f Examining Features of Shape and Measuring Space in One, Two, and Three Dimensions

(Same as Mathematics 201) We will work with 2-D and 3-D 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 3-D objects and their 2-D 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
M. Flynn

Prereq. Permission of instructor; 4 credits

250f Racism and Inequality in Schools and Society

(Community-Based Learning course; writing-intensive course; Same as Psychology 215) 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

K. Helmer

Prereq. so, jr, sr or permission of instructor; Prepracticum required; 4 credits

220s Foundations of Multicultural Education

(Community-based learning course) This course offers a study of the historical, theoretical, and philosophical perspectives that are the underpinnings of multiculturalism in education. Through selected readings, class discussion, and oral presentations, the course will examine the epistemological elements of race, class, culture, and gender in the classroom. Requires a prepracticum in a school or community-based setting.

Meets multicultural requirement; meets Social Sciences III-A requirement

C. Banks

Prereq. A 100 level psychology course; 4 credits; 2 meetings (75 minutes) and prepracticum (3 hours per week)

233fs Educational Psychology

(Community-Based Learning course; See Psychology 233)

Meets Social Sciences III-A requirement

A. Grillo

Prereq. so, jr, sr; Prepracticum required. Many of the available placements for this course are in after-school settings (one afternoon per week); 4 credits

263f Teaching English Language Learners

This course addresses core competencies outlined in the Massachusetts Department of Education's English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

Does not meet a distribution requirement

M. Allen

Prereq. Permission of Instructor. Preference is given to students enrolled in the teacher licensure program; Note: meeting time may change depending on the number of students enrolled.; 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- and writing-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

tion is based on written and oral work done individually and in groups. Requires a prepracticum.

Does not meet a distribution requirement

M. Allen

Prereq. Permission of instructor. Limited to students accepted to the practicum year program; Prepracticum required; 4 credits

320s Observing and Assisting in Inclusive Classrooms

Students are expected to complete a supervised field experience full-time every day during January Intersession in an inclusive classroom in a school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings (detailed below). Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

Does not meet a distribution requirement

M. Allen, S. Frenette

Prereq. Prereq. One of the following: Psychology 230, 233, 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; This course is required of all students pursuing teacher licensure. Graded on a credit/no credit basis. Consult Ms. Lawrence or Ms. Allen in October for exact dates of the November course meetings.; 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
M. Allen

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
S. Frenette

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**

(Community-Based Learning course) Discussions and fieldwork provide the student with an opportunity to understand the classroom as a learning community. The tutorial includes several meetings focusing on the student's participant observations and assigned readings. Fieldwork includes a minimum of 20 hours on site, individually

scheduled in early childhood (pre K-2) or elementary (1-6) settings. Assessment includes in-progress reports and a final project related to fieldwork. Course graded on a credit/no credit basis.

Does not meet a distribution requirement
L. Reilly

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
M. Flynn

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 2014

331s(1)

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 spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum; 10 credits

331s(2) for 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. Amherst College 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**

(Community-Based Learning course) 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 2014

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) for 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 Amherst College 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, I. Peterson (on leave 2013–2014); Associate Professors Mrozik (*chair*), Penn, Steinfelds (on leave 2013–2014); Visiting Assistant Professor Gardner.

Contact Persons

Susanne Mrozik, *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, 241, 261, 263, 267, and 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

S. Mrozik

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

*201s 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

This course counts toward the Asian Studies and Middle Eastern Studies majors and minors.; 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

The department

This course counts toward the Asian Studies and Middle Eastern Studies majors and minors.; 4 credits

203s 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

M. Penn

4 credits

204f Introduction to the New Testament

(Same as Jewish Studies 204) This course investigates the social and historical context of first and early second-century Christianity, examines New Testament and select non-canonical documents, and introduces participants to the principal methods of New Testament studies. Students will read the works that make up most modern collections of the New Testament, a number of early

Christian documents that did not make the final cut, and several ancient non-Christian sources. Examples of recent New Testament scholarship will provide historical background for better understanding of Christian writings and will present different methods for approaching and interpreting ancient texts.

Meets Humanities I-B requirement

M. Penn

4 credits

***205s Issues in Islamic History: Classical Islamic Civilization**

This course explores Islamic religious history and issues that have been of religious and cultural significance to Muslims in various eras.

(Same as History 204-01) We will examine the development of Islamic civilization from the time of the Prophet Muhammad to the sixteenth century. Particular attention will be paid to the political structures of the caliphates, the process of conquest and conversion, and interaction with non-Muslim cultures. Literature, art, architecture, and philosophical and scientific works of classical Islamic civilization will be used as primary sources for this course.

Meets multicultural requirement; meets

Humanities I-B requirement

A. Steinfels

This course counts toward the Asian Studies and Middle Eastern Studies majors and minors.; 4 credits

207f Women and Gender in Islam

(Same as Gender Studies 210-01) 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

The department

This course counts toward the Asian Studies and Middle Eastern Studies majors and minors.; 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, A. C. Clarke, and R. Heinlein, as well as viewings of selected films and television episodes.

Meets Humanities I-B requirement

A. Steinfelds

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

212f 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 210-01) This course is a critical study of significant women (Anne Hutchinson, Mother Ann Lee, Mary Baker Eddy, Ellen Gould White, Aimee Semple McPherson, Dorothy Day, and others) and their roles in the pluralistic character of American religion. It raises central questions concerning leadership, marginality, deviant behavior, and criticism of women. Students are expected to contribute to the course by their participation and individual research.

Meets Humanities I-B requirement

J. Crosthwaite

Prereq. soph, jr, sr; 4 credits

***220s Ethics and Public Policy**

This course focuses on ethics in the public sphere, on moral aspects of international, national, and institutional policy. It is concerned with evidence in policies and their formulation, of values with theological or religious roots. Emphasis is on thinkers who embody a double concern: religious/moral values and some area of public policy. Issues considered may include distribution of natural resources, national defense policy, health care distribution, gender, poverty, and the distribution of wealth.

Meets Humanities I-B requirement

J. Crosthwaite

Prereq. soph, jr, sr; 4 credits

***221s Religious Movements in America**

This course is a study of the historical and theological development of the religious traditions in America, an assessment of the influence of these traditions on American civil institutions, and an examination of selected contemporary religious movements.

Meets Humanities I-B requirement

J. Crosthwaite

Prereq. soph, jr, sr; 4 credits

***222s Engendering Judaism: Women and Jewish Tradition**

(Same as Jewish Studies 222-01 and Gender Studies 210-04) 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

226f Introduction to the Philosophy of Religion

(Same as Philosophy 226, 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; 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

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

235s Introduction to Jewish Mysticism

(Same as Jewish Studies 235) Mysticism refers to a type of religious life in which individuals seek intimate and personal, direct and intense experience of the Divine. There exists a rich and fascinating Jewish mystical tradition with hundreds of books of diverse kinds. This course examines the Kabbalah of thirteenth-century Spain, focusing upon the seminal work of this period, the *Sohar*; the synthesis of mysticism and messianism that occurred in the city of Safed (in the Land of Israel) in the sixteenth century; and the popular pietistic movement of eastern Europe from the eighteenth century forward, Hasidism; and various expressions of mystical spirituality in our own time.

Meets Humanities I-B requirement

L. Fine

4 credits

***236f Early Christianity in Iraq and Iran**

In the first millennium, Christianity thrived throughout the Middle East. Because Roman Catholic and Protestant churches later declared many of these Christians to be heretics, their stories have often been excluded from the history of Christianity. This course challenges the assumption of Christianity as a "Western" religion and asks how our understanding of global Christianity changes when we include the history and perspective of Eastern Christians. We will read such sources as the tale of a transvestite nun, a letter allegedly written by Jesus, ancient Christian hymns, the story of a demon-possessed monastery, and the first Christian writings on Islam.

Meets multicultural requirement; meets Humanities I-B requirement

M. Penn

4 credits

***238s Violence vs. Nonviolence**

This course explores 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 210-02) This course examines the contested roles and representations of Buddhist women in different historical and cultural contexts. Using a variety of ethnographic, historical, and textual sources, the course investigates both the challenges and opportunities Buddhist women have found in their religious texts, institutions, and communities.

Meets multicultural requirement; meets

Humanities I-B requirement

S. Mrozik

This course counts toward the Asian Studies majors and minors.; 4 credits

***249s Encounters Between Judaism and Other Religious Traditions: Christianity, Islam, and Buddhism**

(Same as Jewish Studies 249) This course will explore selected examples of the encounter between Judaism and other world religious traditions. Living alongside other religious traditions over millennia, how have Jewish religious thought and practice creatively appropriated, adapted, as well as resisted aspects of "foreign" religions. Examples we will consider include encounters with medieval Islam in the realms of Arabic poetry and Sufi mysticism, Christianity in connection with religious ritual, mystical notions of the divine feminine, and in our own time, the influence of Buddhism on American Judaism.

Meets Humanities I-B requirement

L. Fine

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

256f What Didn't Make It in the Bible

(Same as Jewish Studies 256.) Hundreds of ancient religious texts did not make it into the Hebrew Scripture (aka the Old Testament). This course examines some of these excluded writings. In particular, we will focus on works found among the Apocrypha, the Pseudepigrapha, and the Dead Sea Scrolls. We will read an ancient Harlequin romance, tour heaven and hell, hear of the adventures of fallen angels who sired giants (and taught humans about cosmetics), and learn how the world will end. In critically examining such texts, we will better appreciate the diversity of Judaism, better understand the historical context of early Christianity, and explore the politics behind what did and did not make it into the bible.

Meets Humanities I-B requirement

M. Penn

4 credits

***260f Cooking Your Life: Food, Eating, and the Sacred**

This course explores the central role that food and eating have in religious cultures, particularly Judaism, Christianity, Islam, Buddhism, and Hinduism. What rules do religious traditions have about what to eat and what is prohibited? What practices are associated with daily religious rituals, table rites, and sacred festivals? What social dimensions to food and eating are there within the family and community? What are the ethical dimensions to food and religious traditions, especially in a world of hunger and concern about sustainability?

Meets Humanities I-B requirement

L. Fine

gateway course for thematic minor on food (2010-2013); 4 credits

261s 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

The department

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 select historically and culturally diverse forms of Buddhism, including Sri Lankan Theravada Buddhism, Japanese Zen Buddhism, and Tibetan Buddhism. The course pays particular attention to modern (and modernist) reinterpretations of Buddhism, including contested views of gender.

Meets multicultural requirement; meets

Humanities I-B requirement

S. Mrozik

This course counts toward the Asian Studies majors and minors.; 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. Mrozk

4 credits

270f Jewish Religious Art and Material Culture: From Ancient Israel to Contemporary Judaism

(Same as Jewish Studies 270-01 and Art History 290-01) Despite the biblical prohibition against “graven images,” there exists a rich history of Jewish religious art and aesthetics. This course will study ancient Israelite art and archeology, including the Second Temple in Jerusalem, the extraordinary mosaic floors and frescoes of early synagogues throughout the Mediterranean world, medieval illuminated Hebrew manuscripts and printed book culture, synagogues of later periods, including the wooden synagogues of Eastern Europe, and Judaic ritual objects of many types. Jewish art, architecture, and visual representation will be explored in the context of the ancient Near Eastern, Greco-Roman, Christian, and Islamic settings in which they evolved.

Meets multicultural requirement; meets

Humanities I-B requirement

L. Fine

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 333T) 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

***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, Middle Eastern Studies, and South Asian Studies majors and minors; 4 credits

***323f Topics in Contemporary Theology: Feminist Theologies**

(Same as Gender Studies 333F) 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 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

330s Contemplative Practice and Religious Traditions

Contemplative practices and meditative techniques are central to many religious traditions. This course explores such practices through the study of religious texts which serve as guides to contemplation and by introducing students to various forms of practice from Jewish, Christian, Hindu, and Buddhist traditions. We also consider ways in which classical contemplative traditions are being adapted by contemporary religious seekers.

Meets Humanities I-B requirement

L. Fine

Prereq. Soph. Jr, Sr; 4 cr in Religion, Jewish Studies or Asian Studies; 4 credits

332f Seminar in American Religious History: The Shakers

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. (Same as Gender Studies 333P) 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. 8 credits in Religion, or 8 credits in Gender Studies, 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

352s Body Images and Practices in Religious Traditions

(Same as Gender Studies 333K) This seminar examines body images and practices in a range of religions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and indigenous traditions. Some of the topics we will discuss are religious exercise regimens, dietary laws, gender and sexuality, healing practices, religious icons, ordination, and slavery.

Meets Humanities I-B requirement

S. Mrozik

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 Gelfand (French), Romero-Diaz (Spanish), Valet (French); Associate Professors Arnold (Classics), Frau (Italian), Gundermann (Gender Studies); Senior Lecturer Castro-Cuenca (Spanish); Lecturer Moretti (Classics and Italian).

Contact Persons

Debra Morrissey, *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 inter-relatedness 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.

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

375fs Seminar in Romance Languages and Cultures

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

Spring 2014

375s(1) Mothers and Daughters

(Taught in English; Same as Spanish 360, Italian 361, French 321, Gender Studies 333)

Study of this crucial and problematic relationship in modern novels and films from Romance cultures. Exploration of the mother-daughter bond as literary theme, social institution, psychological dynamic, and metaphor for female creativity. Readings include Western myths and diverse theories of family arrangements (Rousseau, Freud, Chodorow, Rich, Irigaray, Giorgio, Mernissi, Nnaemeka). Authors and films will be grouped cross-culturally by theme and chosen from among: Colette, Vivanti, Morante, Ernaux, Tusquets, Roy, Roig, Rodoreda, Martin Gaité, Ramondino, Pineau, Beyala, Bouraoui; films: Children of Montmartre (La maternelle); Indochine; The Silences of the Palace; My Mother Likes Women.

Meets Humanities I-A requirement

E. Gelfand

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 Jones (*chair, spring*), Scotto (*chair, fall*); Visiting Assistant Professor Pleshakov; Five College Lecturer Evgeny Dengub; Visiting Instructor Susanna Nazarova.

Contact Persons

Carmen Sullivan, *senior administrative assistant*

Stephen Jones, *chair (spring)*

Peter Scotto, *chair (fall)*

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 perma-

nent 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 (Nazarova, Dengub, Scotto,) and specialists in history and politics (Jones, Pleshakov). Variously 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 enroll in Russian 101-102, a yearlong introduction to Russian language and culture.

Students who have previously studied Russian and plan to elect Russian language should consult with the department for individual placement.

(For other courses recommended for study in the first year, see below, after the "Study Abroad" section.)

Study Abroad

Study abroad is highly recommended and may be used toward fulfillment of major requirements.

There are numerous summer, semester, and yearlong programs offered for undergraduates. Since admission to many Russian study abroad programs is competitive, students are advised to consult early in their academic careers with members of the department. We have had great success in getting our students into these competitive programs.

Opportunities to study the non-Russian languages of Eurasia are rapidly expanding. Summer immersion programs and summer and academic-year programs abroad offer instruction in Armenian, Georgian, Azeri, Uzbek, Tajik, Polish, Czech, Ukrainian, Bulgarian, Estonian, and others. In some cases, applicants may be expected to have an intermediate-level command of Russian.

In 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 151s (04), Crown Jewels of Russian Culture (FYS)
- RES 151s (05), Literature and Politics (FYS) (III-A)
- COLL-100 (02) Encountering The Sacred: The Bible and Reading
- *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)
- RES240 Russian Politics (III-A)
- 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 Language
- Russian and Eurasian Studies

These are distinct but connected majors. In both majors, students will learn about the interconnections between language, literature, politics, and history.

The major in Russian literature and culture explores Russia's rich cultural heritage and its unique contributions to world culture, especially during the nineteenth and twentieth centuries. Departmental offerings concentrate on Russia's achievements in culture and literature, but students are encouraged to take elective courses in Russian film, religion, and art at Mount Holyoke and the Five Colleges.

The interdisciplinary major in Russian and Eurasian studies explores the historical, economic, political, and cultural interconnections among the peoples of the former Soviet Union, Eastern Europe, the Caucasus, and Central Asia. It will prepare you for careers in international affairs and global development, including the foreign service, media work, education, energy issues, and the environ-

ment. We offer internships and study abroad programs that will give you the practical experience that employers value. In addition to offerings within the department, courses that count toward the major are regularly offered by other departments (economics, geography, history, politics, and international relations), in addition to courses in the Five Colleges. Students are urged to take advantage of these opportunities. The interdisciplinary major exempts students from the College's minor requirement.

Both majors place emphasis on the analysis of texts, on effective oral and written argumentation, and on cooperative learning and independent work. Students who wish to focus their study on the non-Russian areas of northern Eurasia (Ukraine, Caucasia, Central Asia, the Baltics, the non-Russian peoples of Siberia) are invited to design a special major in consultation with the department. Early consultation is strongly advised.

Requirements for the Major in Russian Literature and Language

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, RES 240 Russian Politics, 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. 9).

Requirements for the Minors

The Minor in Language

The minor in language requires 12 credits above the 100 level, ordinarily drawn from 201, 202, and 251.

The Minor in Culture and Literature

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 are also taught at Amherst and Smith Colleges.	

Courses Taught in English

151	First-year seminar (Topics course) (III-A or I-A)
151 (05)	Literature and Politics (FYS) (III-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)
215	Dostoyevsky and the Problem of Evil: <i>The Brothers Karamazov</i> (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)
246	Kremlin Rising: Russian Foreign Policy in the Twenty-first Century (III-A)
312	Silk Roads: Ancient and Modern Highways Across the Eurasian Continent

- 313 The New Democracies (Politics 300)
- 315 Utopia and Dystopia (III-A)
- 330 Nationalism
- 331 Impacts of War (III-A)
- 343 Origins of Terrorism (III-A)
- 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

The four-skills (listening, speaking, reading, and writing) introduction to the Russian Language with the focus on communicative skills development. Major structural topics include pronunciation and intonation, all six cases, basic conjugation patterns, and verbal aspect. By the end of the course the students will be able to initiate and sustain conversation on basic topics, write short compositions, read short authentic texts and comprehend their meaning, develop an understanding of the Russian culture through watching films and listening to songs.

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.; 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. Students watch Russian films, read and discuss authentic texts.

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.; 4 credits

201f Intermediate Russian

In-depth review of grammar topics and expansion of vocabulary with the goal of developing communicative proficiency. Readings include short stories, poetry, and newspaper articles. Students watch Russian films and discuss them orally and in writing. Classes are conducted mostly in Russian.

Meets language requirement; does not meet a distribution requirement

S. Nazarova

Prereq. Russian and Eurasian Studies 101 or permission of department; 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. Students watch and discuss Russian films. Classes are conducted mostly in Russian.

Meets language requirement; does not meet a distribution requirement

S. Nazarova

Prereq. Russian and Eurasian Studies 201 or permission of department; 4 credits

251f Advanced Russian Language: From Reading to Speaking

This course aims at expansion of students' vocabulary and improvement of both writing and speaking skills. The course is intended for students who have completed at least four semesters of Russian or the equivalent. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions. We will read and discuss a variety of texts including short stories, films, and articles.

Meets language requirement; does not meet a distribution requirement

E. Dengub

Prereq. Russian and Eurasian Studies 202; 4 credits

252s Advanced Russian Film and Literature
Students will read and discuss short stories and other works by Anton Chekhov in Russian and view films based on his works. They will continue to work on oral and writing skills, and vocabulary. This course prepares students to express opinions, ideas, points of view, and critiques on prose and films, social issues and cultural phenomena using more complex and rich language.

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

395fs Independent Study

Does not meet a distribution requirement

The department

1-8 credits

Taught in English

151s First-Year Seminar: Crown Jewels of Russian Culture

(First-year seminar; speaking-intensive course; taught in English) We will study masterworks of Russian civilization from a broad range of periods and types. These works of art, architecture, and literature define the essential moments in the formation of the idea of Russian culture. Topics will include: medieval churches and icons; Saint Petersburg; The Venice of the North; Tolstoy, and Dostoyevsky; the Romanov court jeweler Faberge; a film by Eisenstein; Tchaikovsky's ballet; and last, but not least, modern Russian dancers such as Nureyev and Baryshnikov.

Meets Humanities I-A requirement

C. Pleshakov

Prereq. fy or permission of instructor; 4 credits

***205f The Romanovs: Triumph and Tragedy**

(Taught in English; Same as History 205) We will study defining periods in Russian and world history with an emphasis on the powerful Russian monarchs who shaped them: in particular, Peter the Great, Catherine the

Great, Alexander II, and Nicholas II. Russia's tsarist system raises important questions about the nature of the monarchy. The Russian case shows how monarchies can change and develop, and why, ultimately, many of them failed. Why did the Romanovs fail when their relatives, the House of Windsor, did not? Could Russia have survived as a constitutional monarchy? What is the role of a royal dynasty in defining nationhood?

Meets Social Sciences III-A requirement

C. Pleshakov

4 credits

210f Great Books: The Literature of Nineteenth-Century Russia

(Taught in English) In no other culture has literature occupied the central role it enjoyed in nineteenth-century Russia. Political, social, and historical constraints propelled Russian writers into the roles of witness, prophet, and sage. Yet, far from being limited to the vast, dark "Big Question" novels of legend, Russian literature offers much humor, lyricism, and fantasy. We will focus on the Russian novel as a reaction to western European forms of narrative and consider the recurring pattern of the strong heroine and the weak hero. Authors will include: Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

Meets Humanities I-A requirement

P. Scotto

4 credits

211fs Topics in Twentieth-Century Russian Literature

Fall 2013

**211f(1) The Culture of the Cold War: Atom Bombs, Show Trials, Witch Hunts, and Alien Invasions*

(Taught in English) No other historical event so affected the psyche of the post-WWII world as the standoff between "The Free World" and "The Evil Empire." This course brings two bitter enemies - back together in a final battle. Like the Cold War, this one will be fought through proxies: the literary, cinematic, and cultural texts of the two Super Powers. It addresses the ideologies and paranoia that divided the world into an "us" and a

“them,” and the terror and lunacy that the bomb, spy mania, and witch-hunts evoked. What was it like to loathe and be drawn to “the enemy”? What are the sources of “Cold War nostalgia”? Are there connections between the Cold War and the current political climate?

Meets Humanities I-A requirement

P. Scotto

4 credits

Spring 2014

211s(1) Diabolic Carnival: Bulgakov's Master and Margarita and Its Contexts

(Taught in English) (Taught in English)

Mephistopheles in Moscow? The Gospel re-told? At turns both wildly comic and metaphysically profound, Bulgakov's novel has been a cult classic since its unexpected discovery in 1967. This course will consider Bulgakov's masterpiece together with some of its literary, historical, and social contexts. Additional readings from Goethe, Gogol, E.T.A.Hoffman, Akhmatova, and others.

Meets Humanities I-A requirement

P. Scotto

4 credits

***212s Russia**

(Taught in English; Same as History 212)

This course examines pivotal archetypes of Russian civilization that reflect Russia's past, demarcate its present, and constrict its future. We will focus on the canonic historical monuments of Russia, such as the Kremlin of Moscow and the downtown of St. Petersburg. Starting with the representation of these landmarks in the media, we will explore them in depth by reading conflicting historical narratives and cultural histories and eventually deconstruct their cultural message and value. By the end of the course, students will be familiar with the Eastern Orthodox Christianity rites and able to identify and discuss the most common artifacts of Russian civilization.

Meets Humanities I-B requirement

C. Pleshakov

4 credits

***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

231s Anna Karenina and Contexts: Tolstoy on Love, Death, and Family Life

(Taught in English) *Anna Karenina* (1873) is one of a series of important works Tolstoy wrote pondering love, death, the nature of happiness, and the foundations of family life. Our reading of *Anna Karenina* will be the centerpiece of this course which will also include works ranging from *Childhood* (1852) to *The Kreutzer Sonata* (1889), which shocked and repelled readers with its unsparing depictions of human sexuality and murderous jealousy. Film versions of works will be screened.

Meets Humanities I-A requirement

P. Scotto

4 credits

***240f Russian Politics**

(Taught in English; Same as Politics 209)

Russia was transformed by communist revolution into a global superpower that challenged the dominant ideologies of liberalism and nationalism. It became a powerful alternative to capitalism. In 1991, this imperial state collapsed and underwent an economic, political, and cultural revolution. What explains the Soviet Union's success for 70 years and its demise in 1991? What sort of country is Russia as it enters the twenty-first century? Is it a democracy? How has Russia's transformation affected ordinary people and Russia's relationship to the West?

Meets Social Sciences III-A requirement

S. Jones

4 credits

***241s 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 the study of Soviet foreign policy. We will examine the development of Soviet foreign policy since 1917 and, following the collapse of the USSR in 1991, the role played by Russia and Russia and the former Soviet republics in the far more complex and multipolar "New World Order." What should U.S. policy be toward the emerging new states of the Baltics, Central Asia, and Caucasia?

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

244f Topics in the Recent History of Europe: Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917-1953

(Taught in English; Same as History 260) The Bolshevik Revolution of 1917 marked the coming of totalitarianism to Russia. Led first by Lenin and then by Stalin, the country went through the most brutal civil war, purges, World War II, and the first stages of

cold war. This period also saw immense social change and sweeping economic transformation. What were the causes of totalitarianism in Russia? How did the regime function? What were the major landmarks of Russian history in the period 1917-1953?

Meets Humanities I-B requirement

C. Pleshakov

4 credits

246f Kremlin Rising: Russian Foreign Policy in the Twenty-first Century

(Taught in English; Same as Politics 263)

This course will examine the foreign policy of the Russian Federation of the past 20 years. As a successor state Russia has inherited both the Soviet Union's clout (nuclear arms, permanent seat on the UN Security Council) and Soviet debts—monetary, psychological, and historical. What are the conceptual foundations of Russian diplomacy? Can we deconstruct Russian nationalism so as to examine its different trends and their impact on foreign policy? Do Russian exports of oil and gas define Russian diplomacy, as it is often claimed? Is there any pattern in the struggle over resources and their export routes in continental Eurasia?

Meets Social Sciences III-A requirement

C. Pleshakov

4 credits

312s Silk Roads: Ancient and Modern Highways across the Eurasian Continent

(Taught in English; Same as Politics 312) The silk roads were ancient transportation and trade links that wound their way across the Eurasian continent, or by sea through the South China Sea and Indian Ocean, to Europe. They carried silk, glass, jade, and moved religions and literatures across continents. Today, the new silk roads carry oil, gas, drugs, capitalism, and immigrants seeking better lives. We will investigate the parallels between the ancient and modern silk roads and the contemporary strategic, cultural, and economic significance of these new highways, which link China, Central Asia, the Middle East, South Asia, and Europe.

Meets Social Sciences III-A requirement

S. Jones

Prereq. 8 credits in Politics, International Relations, Russian and Eurasian Studies, or

History; 4 credits

315s Utopia and Dystopia: Imagined Worlds of Literature and Internet

(Taught in English) The twentieth century has been largely shaped by several nations' ambitions to build utopian societies. Russia and China have attempted to realize the vast promises of communism while Nazi Germany aimed to construct a perfect racist world. Beyond political struggle, wars, and revolutions, recent extraordinary achievements in technology have contributed to the utopian mindset. Are political utopias dead in the new millennium? How do cyberspace and the global village contribute to utopian thinking? What will be the role of utopia in the twenty-first century?

Meets Social Sciences III-A requirement

C. Pleshakov

Prereq. 8 credits in politics, international relations, or Russian and Eurasian studies; 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

331f Impacts of War

(Taught in English; Same as Politics 320) Sometimes the object of aggression, sometimes itself the aggressor, Russia has been party to all the major military conflicts of the nineteenth and twentieth centuries—Napoleonic Wars, Crimean War, World War I,

and World War II. Russian army also fought in numerous regional wars, notably in Afghanistan in 1979-1989 and recently in Chechnya and Georgia. We will study perceptions of war in modern Russian society and look at their origins, and for that we will do in-depth study of impacts of past wars. What generated support for the government? How does the notion of "acceptable losses" change over time? How did wars of the past affect social structures and gender roles in Russia?

Meets Social Sciences III-A requirement

C. Pleshakov

Prereq. Juniors and Seniors only; 4 credits

***343s Origins of Terrorism**

(Taught in English; Same as Politics 243)

Russia was the first nation in the world to face political terrorism. In Russia, the era of terrorism lasted from the 1860s, when the People's Will group launched the hunt on the tsar Alexander II, until 1918, when the Socialist Revolutionary Party attempted to assassinate Lenin. A case study of terrorism in Russia will help us to answer a number of questions highly relevant today. What are the causes of terrorism? What are its goals and methods? What can governments do to cope with it? What is the impact of terrorism on society?

Meets Social Sciences III-A requirement

C. Pleshakov

Prereq. jr, sr; 4 credits

***350f Revolutions**

(Taught in English; Same as Politics 350)

Revolution is far from over. First came the explosion in Eastern Europe, the collapse of the USSR, the rise of the Taliban in Afghanistan, bloodless overthrows of old elites in Indonesia and the Philippines, and what Hugo Chavez calls the Bolivarian revolution in Venezuela. The goal of revolutions may no longer be socialism, it may not even be directed at greater liberty. But revolutions continue to affect millions of people's lives and reflect states' responses to global change and social dislocation. They are still with us as the Arab Spring so clearly demonstrated. We will examine revolutions, their beginnings, their victories, and their ends.

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 McKeever, Moran, Townsley, Tucker; Associate Professor Banks.

Contact Persons

Susan Martin, *senior administrative assistant*
Joshua Roth, *chair*

Sociology is the systematic study of society and social relations. Sociology majors develop the critical tools to theoretically and comparatively understand social trends and problems, grasp the intersection of self and society, and analyze empirical data. They read the works of major sociological thinkers, from the classical figures who founded the discipline to contemporary theorists of society. The major requires courses in research methods and sociological theory. The faculty also offers classes in criminology, 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

103fs First-Year Seminar

Spring 2014

103s(1) Social Inequality

(First-year seminar; speaking-intensive course) The study of social inequality constitutes one of sociology's major areas of inquiry. In this seminar, we will focus on class, racial, and gender inequality. We will explore the origins and social consequences of these forms of inequality. Our examples will be drawn primarily from the United States, but the course will also touch on issues of inequality throughout the globe.

Meets Social Sciences III-A requirement

K. Tucker

Prereq. fy only; 4 credits

123fs Introduction to Sociology

This course uses a sociological framework to examine the nature and structure of modern industrial societies. To identify central trends in society and culture, this course covers several basic themes, such as social inequality and social interaction, that have appeared repeatedly in the works of major social thinkers.

Meets Social Sciences III-A requirement

K. Tucker, N. Milman, The department

4 credits

216s(1) Qualitative Methods

Meets Social Sciences III-A requirement

N. Milman

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

TBA

Prereq. sociolog216y majors or permission of instructor; 4 credits

226f Research Seminar in Sociology and Anthropology

(Same as Anthropology 226) This seminar explores 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 will have an opportunity to 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

J. Roth, E. Townsley

Prereq. 8 credits in Anthropology or Sociology; 2 credits

231f Criminology

This course focuses on the historical and theoretical development of the major ap-

proaches to crime and criminality. Criminology began in the second half of the nineteenth century when its pioneers asked the "big questions" pertaining to crime, society, and human nature. As criminology progressed, it narrowed its focus, concentrating on special areas, such as violent crime and property crime. As sociology began to dominate criminology, new theories were developed to explain the social facts gathered in the last 50 years.

Meets Social Sciences III-A requirement

R. Moran

Prereq. Sociology 123; 4 credits

234s Social Problems

This is a course on the social construction of social problems. It devotes almost exclusive attention to how a "problem" becomes a social problem; examining how atypical cases become regarded as typical; how definitions are expanded to inflate statistics; and how claim makers and advocacy groups manipulate the media to market social problems and solutions to the public.

Meets Social Sciences III-A requirement

R. Moran

Prereq. Sociology 123; 4 credits

240s Collective Behavior and Social Movements

This course examines instances of organized collective action in social, historical, and empirical contexts, from the labor movement of the nineteenth and early twentieth centuries to the new social movements of today. We also explore various forms of unstructured protest, such as riots and demonstrations.

Meets Social Sciences III-A requirement

K. Tucker

Prereq. Sociology 123; 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 2013

316f(1) Unlawful Convictions in Death Penalty Cases

The Death Penalty in America: Unjustly Convicted Death Row Inmates. This course will examine in detail the cases of all 130 death row inmates exonerated in the post-Furman era (1976-2009). It will focus on how the 130 men ended up on death row, as well as the process by which they gained their freedom. In addition, the course will spotlight the many proposals, videotaped police interrogations, eyewitness identifications, forensic science procedures, etc., designed to correct sources of mistakes; and assess their likelihood of successfully preventing both unjust and wrongful convictions in capital cases.

Meets Social Sciences III-A requirement
R. Moran

Prereq. 8 credits in Sociology; Sociology 231 strongly advised (please consult instructor for permission if you have not taken Sociology 231).; 4 credits

316f(2) The Israeli-Palestinian Conflict: Historical and Sociological Perspectives

This seminar will take a multi-narrative approach to studying the history and sociology of the Israeli-Palestinian conflict. During the semester we will examine key historical events that shaped the conflict; explore the formation and development of the Palestinian and Israeli national identities; critically examine framing and news media coverage of the conflict; explore the role of social movements in the region; and look at the socioeconomic dimensions of the Israeli-Palestinian conflict.

Meets Social Sciences III-A requirement
N. Milman

Prereq. 8 credits in Sociology; 4 credits

Spring 2014

316s(1) Race/Class/Gender

Meets Social Sciences III-A requirement
N. Milman

Prereq. 8 credits in sociology; 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, Miñana (on leave fall 2013), Romero-Díaz; Associate Professors Crumbaugh, Mosby; Assistant Professors Díaz-Sánchez, Hernandez; Visiting Assistant Professor Daly; Senior Lecturer Castro; Visiting Lecturers Cuhna, Garcia-Frazier, Illescas.

Contact Persons

Debra Morrissey, *senior administrative assistant*

Dorothy Mosby, *chair*

Justin Crumbaugh, *study abroad (Spain)*

Tara Daly, *study abroad (Latin America)*

Esther Castro, *language program director*

The Department of Spanish, Latina/o, and Latin American Studies engages in the multi-disciplinary study of the past, current state, and emerging realities of societies and cultures of Latin America, Spain, the Caribbean, and the 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 con-

text 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.
- Courses in Latin American Studies count toward the Spanish major (see next bullet about courses in English).
- If a student spends a semester in a Spanish-speaking place or is a Spanish native speaker, two courses taught in English can be counted toward the major. If not, only one course in English (if cross-listed or approved by the department) will be allowed.
- For one semester abroad, a student can get up to 8 credits towards her major at the 200 or 300 level, and up to 20 credits for two semesters abroad. For the major in Spanish, the department will accept no more than 8 credits taken abroad at the 300 level.
- Decisions regarding credit transfers from study abroad will be based on academic criteria. Students should save course syllabi, written assignments, and any other relevant materials. Courses on a variety of subjects (literature, history, art, film, but also political science, economics, sociology) may count toward the major, but only if the study abroad advisor approves of the course contents and objectives.
- Independent Study (Spanish 395) may not count as one of the minimum major requirements.
- 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.

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.

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*
F. Cunha, E. Garcia Frazier, The department
Students must complete Spanish 101 and Spanish 102 to satisfy College language requirement.; 4 credits

102s Elementary Spanish

A dynamic and interactive introduction to Spanish and Spanish American cultures. Covers the basic grammar structures of the Spanish language through extensive use of video, classroom practice, and weekly conversation sessions with a native language assistant. Assumes no previous study of Spanish. *Does not meet a distribution requirement*
F. Cunha, E. Garcia Frazier
Prereq. Spanish 101; Students must complete Spanish 101 and 102 to satisfy College language requirement.; 4 credits

103f 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
Prereq. No previous study of Spanish; 8 credits

105s First Year Seminar: Rebels and Radicals: Latin American Feminist Thought

(First-year seminar; writing-intensive course; taught in English) In this course we will explore the links between gender and modern Latin American culture through a study of nineteenth- through twenty-first-century feminist authors, visual artists, and performers. We will look at the construction of the female subject through travel writing, political writing, revolutionary testimonies, plays, and films. We will disentangle the complexity of women's representations as they intersect with race, class, and sexuality and think about the ways that feminist cultural production has contributed to social movements in Latin America. *Meets Humanities I-A requirement*
T. Daly
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

E. Garcia Frazier, 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. Illescas, The department, F. Cunha

Prereq. Spanish 199; 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

(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 through films.

Meets language requirement; does not meet a distribution requirement

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, D. Mosby, 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 2013

230f(1) Constructing (Our) America

(Speaking- and writing-intensive course)

Who are we? This is the question that Latin American writers, artists, philosophers and politicians have attempted to answer through fiction, nonfiction, visual arts, and film. Through representative cultural texts from figures such as D. F. Sarmiento, José Martí, Gabriela Mistral, Marta Rojas, and Hugo Chávez, we will explore discourses of identity, different sociopolitical positions, and the representation of race and gender in the construction of "latinoamericanidad."

Meets multicultural requirement; meets either

language requirement or Humanities I-A requirement

D. Mosby

Prereq. Spanish 212 or permission of instructor; 4 credits

Spring 2014

**230s(1) Rebels and Radicals: Feminist Art and Literature in Latin America* (Speaking- and writing-intensive course; Same as Gender Studies 204) In this course we will explore the links between gender and modern Latin American culture through a study of nineteenth- through twenty-first-century feminist critical theories and self-representations. We will look at the construction of the female subject through travel writing, political writing, revolutionary testimonies, plays, and films. We will disentangle the complexity of women's representations as they intersect with race, class, and sexuality and think about the ways that feminist cultural production has contributed to social movements in Latin America. Students will produce creative projects as well as essays.

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement

T. Daly

Prereq. Spanish 212 or permission of instructor; 4 credits

230s(2) Assault, Rape and Murder: Gendered Violence from Medieval to Contemporary Spain (Speaking- and writing-intensive course; Same as Gender Studies 204) This survey course will review the complex interaction of gender and violence as a personal and institutional issue in Spain from Medieval times to the present. What are the ideological and sociocultural constructs that sustain and perpetuate violence against women? What are the forms of resistance women have put into play? Among the texts, we will study short stories by Lucanor (thirteenth century) and María de Zayas (seventeenth century), song by Bebé and movie by Boyaín (twentieth century), contemporary news (twenty-first century), and laws (from the thirteenth century to the present).

Meets either language requirement or Humanities I-A requirement

N. Romero-Díaz

Prereq. Spanish 212 or permission by instructor; 4 credits

***240f Visual Cultures: An Introduction: Double Takes: Women's Artistic Production in Contemporary Latin America**

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.

(Same as Gender Studies 240-02) As women perform gender, so too do they perform culture. In this course we will explore the links between gender and modern Latin American culture, through a study of nineteenth through twenty-first century feminist critical theories and self-representations. We will look at the construction of the female subject and her double, or "other," through travel writing, political writing, revolutionary testimonies, plays, and letters alongside the plastic arts. In addition to primary texts and media, we will read gender and queer theory to disentangle the complexity of women's representations as they intersect with race, class, ethnicity, and sexuality. Students will produce creative projects as well as essays.

Meets either language requirement or Humanities I-A requirement

T. Daly

Prereq. Spanish 212 or permission of instructor; 4 credits

250fs Concepts and Practices of Power: An Introduction

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.

*Fall 2013**250f(1) Rethinking (Under)Development in Latin America*

When and how did the notion of “development” emerge and spread? Why does nearly every country now aspire to it? What stigmas and hierarchies does the term “under-development” imply? Throughout Latin America, such language proves problematic not only as a material reality but also as a framework for understanding place, time, and selfhood. In this course, students rethink conventional wisdom about “underdevelopment” through the study of writers, filmmakers, and painters from Latin America working at different historical junctures of the twentieth century.

Meets either language requirement or Humanities I-A requirement

J. Crumbaugh

Prereq. Spanish 212 or permission of instructor; 4 credits

*Spring 2014***250s(2) Fighting Words: Imperial Discourses and Resistance in the Americas*

(Speaking- and writing-intensive course) In 1492, the Spanish conquest forever changed indigenous America and created a “new” world. European imperial discourses collided with resistance movements and the emerging voices of oppressed peoples, including indigenous communities, women, and mestizos. This course traces the tensions between imperialist and resistance discourses during both the colonial period and today. We will analyze the “fighting words” that consolidated the Spanish empire and later opened the path to Latin American independence. Tracing the impact of these struggles on the Americas today, we will examine how subaltern communities strive to make their voices heard in the global context.

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement

R. Miñana

Prereq. Spanish 212 or permission of instructor; 4 credits

260s Studies in Language and Society: An Introduction: Introduction of Spanish Translation

A broad introduction to the study of specific form/meaning relations in the linguistic system of Spanish and the function of language in society. Topics may include, but are not limited to, languages in contact, bilingualism, teaching methodology, translation and interpretation, sociolinguistics, phonetics and phonology, morpho-syntax, semantics and pragmatics. The specific course contents and examples examined will vary each semester. (Speaking- and writing-intensive course) This course is an introduction to the theory and practice of translation with a focus on reinforcing and advancing the student's knowledge of Spanish. Students will become familiar with key concepts and techniques involved in the discussion of the main issues in translation. Course work will include analysis of translations and extensive translation exercises of a variety of text types—medical, legal, literary, technical, etc.—mostly from English into Spanish and occasionally from Spanish into English. Those Spanish grammar areas considered to be more problematic for English speaking students will be reviewed through contrastive analysis and linguistic study at the advanced level.

Meets Humanities I-A requirement

E. Castro

Prereq. Spanish 209, Spanish 210, or Spanish 201 with permission of instructor; 4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

1-4 credits

330f Advanced Studies in Identities and Intersections

This course will concentrate on the various literary genres and cultural movements that have shaped Latin America from *modernismo* to the present. Topics will focus on different genres and the expression of diverse ideologies through literature. Since the topic varies each time the course is offered, a student may receive credit more than once.

*Fall 2013**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

330f(2) Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers

(Speaking- and writing-intensive course; Same as Gender Studies 333) With the growth of Afro-Latin American literary studies, there has been a growing interest in the recovery and the study of works by women of African descent. This course will examine the intersections of ethnic, cultural, national, class, sexual, and gender identities in representative texts (poems, short stories, essays, testimonios, and film) by Afro-Latina and Afro-Latin American women. We will discuss the construction and meaning of “race,” color, and racialized gender roles. Secondary objectives include the development of research and writing skills and rudimentary orientation on various regional ethnic and feminist, cultural, and post/neocolonial theories.

Meets multicultural requirement; meets Humanities I-A requirement

D. Mosby

Prereq. Two 200-level courses above 212 or permission of instructor; 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 2014**340s(1) The Other (in the) Media: New Media and Otherness in the Americas*

(Speaking- and writing-intensive course)

New technologies (Internet, social media, 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 effect change worldwide. This class examines how traditionally marginalized groups, and local as well as international NGOs, employ new media to gain visibility and tell their story in their own voice. Taught mostly in Spanish, this class is linked (we share several class sessions and a final project) with IR 337, International Human Rights Advocacy.

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

340s(2) Natural's Not in It: Pedro Almodóvar

(Speaking- and writing-intensive course;

Same as Film Studies 380) 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. Two courses in Spanish at the 200-level above 212 or permission of instructor; Weekly evening screenings; 4 credits

350f Advanced Studies in Concepts and Practices of Power: Slanted Subjects: Queer Theories and Literatures in Latin America (Speaking- and writing-intensive course; Same as Gender Studies 333) This class will interrogate the limits and possibilities of talking about a slanted or queer subject position with the context of Latin American literature. Looking at texts from the Caribbean, Central America and South America, we will explore the construction of a queer subjectivity through literature, film and visual art. We will pay careful attention to the intersections of class, race, gender, and sexuality to speak of queerness not only as a sexual orientation, but also as a decolonial intervention. Readings will draw from philosophy as well as literature.

Meets multicultural requirement; 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

360fs Seminar in Romance Languages and Cultures

Fall 2013

**360f(1) Topic: Don Juan, Valmont, Casanova: Iconic Latin Lovers*

(Taught in English; Same as Romance Languages 375, Italian 361, French 321) If *all is fair in love and war*, are there rules for the game of power and seduction? As we move through the golden ages of absolute power in Spain, France, and Italy, will we witness a change for women? Students will explore such questions as they read plays by Tirso de Molina, José Zorilla, Molière, Beaumarchais, Goldoni; Mozart's opera *Don Giovanni*, and film versions of *Dangerous Liaisons* and Casanova's *Memoirs*. Students will be encour-

aged to explore works by major Spanish, French, and Italian artists of the Baroque and Rococo periods, and view relevant contemporary films such as *The King is Dancing*, and *Goya's Ghosts*. The final term project is a digital narration in the target language of the student.

Meets either language requirement or Humanities I-A requirement

N. Vaget

Prereq. for language majors: two courses in culture and literature at the 200-level; Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit. This is a multimedia course where students achieve digital literacy. Technical support is provided in Audacity, Photoshop, iMovie, and iDVD, through scheduled workshops in the Language Resource Center.; 4 credits

Spring 2014

360s(1) Mothers and Daughters

(Taught in English; Same as Romance Languages 375, Italian 361, French 321, Gender Studies 333) Study of this crucial and problematic relationship in modern novels and films from Romance cultures. Exploration of the mother-daughter bond as literary theme, social institution, psychological dynamic, and metaphor for female creativity. Readings include Western myths and diverse theories of family arrangements (Rousseau, Freud, Chodorow, Rich, Irigaray, Giorgio, Mernissi, Nnaemeka). Authors and films will be grouped cross-culturally by theme and chosen from among: Colette, Vivanti, Morante, Ernaux, Tusquets, Roy, Roig, Rodoreda, Martin Gaité, Ramondino, Pineau, Beyala, Bouraoui; films: *Children of Montmartre* (La maternelle); *Indochine*; *The Silences of the Palace*; *My Mother Likes Women*.

Meets either language requirement or Humanities I-A requirement

E. Gelfand

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

360s(2) Acquisition of Spanish as a Second Language

This course aims to provide an overview of the main theoretical approaches to second language acquisition with a focus on Spanish. Students will become familiar with the key concepts to understand accounts based on different processes -innatism, cognitivism and sociocultural- and their implications for pedagogical practices. One of the objectives of this seminar is that students gain knowledge in research methodology. Thus, coursework will include the use of data from Spanish learner language corpora for the critical review of empirical studies as well as the design of experimental tests for language data elicitation on a topic in Spanish as a second language.

Meets either language requirement or Humanities I-A requirement

E. Castro-Cuenca

Prereq. Two courses in Spanish at the 200-level above 212 or permission of the instructor; 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; Assistant Professor Kim (on leave 2013–2014); Visiting Assistant Professors Viles, Westgate; Postdoctoral Fellow Stratton.

Contact Persons

Laurie Kamins, *senior administrative assistant*
Margaret Robinson, *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*
B. Westgate, W. Viles, 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, The department
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. Stratton
Prereq. Mathematics 211 or any statistics course; 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

B. Westgate

Prereq. Mathematics 203; offered alternate years at Mount Holyoke and Smith Colleges; offered at Mount Holyoke in fall 2015 and 2017.; 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 2016.; 4 credits

344s Seminar in Statistics and Scientific Research: Topic for spring 2014: To be announced

Meets Science and Math II-A requirement

The department

Prereq. Statistics 240 or 340; offered alternate years; after this, next offered in spring 2016; 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: Daniels (*chair*); Professors Babb, James, Rundle; Guest Artists Ford, Rootberg; Lecturers/Professional Staff Bergeron, Dubin, Kilion.

Contact Persons

Barbara Bunyan, *theatre manager, senior administrative assistant*
Susan Daniels, *chair*

Requirements for the Major

A major must acquire a foundation in the three areas of design, performance (acting and directing), and theatre history and dramatic theory, but thereafter she is free to tailor her program to fit her particular interests. With her faculty advisor, she is expected to assume responsibility for the shape and emphasis of her theatre training, through elective courses and practical experiences, as part of an overall liberal arts education. All majors must complete a production card (see advisor).

Credits

- Nine courses (36 credits)
- At least 12 credits at the 300 level

Courses

- 100, Introduction to Theatre
- One course in design:
 - 120, Topics in Design
 - 122, Scenic Design I
 - 124, Costume 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 I

- 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*: Some 100-level theatre arts courses have a lab component. Theatre labs, much like those in the sciences, consist of outside work that complements a course. Labs (also known as crew) require participation in one of the two mainstage productions of the semester. A student may choose to work on a preparation crew (two hours per week for approximately ten weeks dependent upon production needs. Students will receive professional training in the area in which they choose to participate. A lab is a graded portion of the course.

Senior Honors Thesis Requirements and Procedures: Students wishing to write a senior honors thesis in the department must demonstrate excellence in critical writing and the desire to explore a topic in depth through extensive research. In certain cases, traditional research methods may be supplemented by creative work, as long as that work is understood to be an organic part of the written thesis, and vice versa.

The student should discuss her interest with a faculty member in the department and work closely with him or her throughout the entire process. Two additional readers should be included on the student's committee.

By February 1 of her junior year, the student should submit a proposal to the chair of the department that includes the following:

- A brief explanation of why she wants to pursue an honors thesis.
- A three- to five-page description of the thesis. This should include an introduction to the subject, a breakdown of chapters and their contents, a tentative schedule for completion of the work, and a preliminary bibliography. If additional research outside the College is required, this must also be detailed.
- Two samples of critical writing, preferably papers from previous classes, with professors' comments included.

Note: If creative work is involved as a form of research, the proposal must include a clear explanation of the relationship between artistic practice and critical writing, the resources needed to complete the artistic work, and a schedule for doing so.

The department will meet to discuss the proposals early in the spring semester. If any revisions to the proposal are suggested, the student should submit them to the chair as soon as possible.

Final decisions will be announced on or about March 1, and are based on the student's demonstrated abilities, the feasibility of the particular topic, and the availability of faculty resources.

Senior Project Requirements and Procedures:

Students wishing to do a senior project must demonstrate advanced skills in the field of the proposed project (i.e., directing, playwriting, performance, etc.) and the ability to facilitate and complete the project. If the project requires the participation of additional students, the student making the proposal must demonstrate strong leadership skills.

The student should discuss her interest with a faculty member in the department. She and the faculty member should discuss the project feasibility and the factors involved to complete the project. The student should also ask the faculty member to review her proposal before turning it in to the chair.

Immediately following spring break, the student should submit a proposal to the department chair that includes the following:

- a brief explanation of why she wants to do a senior project
- a three- to five-page description of the project. This should include a description of the creative project, with a step-by-step breakdown of the process involved to complete it, and a list of additional people (i.e., designers, actors, stage managers, etc.) needed or involved in the project.
- a timeline
- a list of possible venues
- a script, screenplay, or writing sample, depending on the type of project proposed
- supplemental materials that may better help us understand your project

The department will meet to discuss proposals in early April. Final decisions will be based on the student's demonstrated abilities, the feasibility of the project, and the availability of faculty, staff, and department resources.

Independent Study: Independent studies are available to qualified students wishing to explore course work that is not offered at the Five Colleges. To submit an independent study proposal for department approval, the student, in collaboration with the instructor, must provide the following:

- A written outline clearly articulating the reasons for the independent study.
- A suggested schedule of study, including the number and nature of written assignments, possible reading list, and the expectations of the student and her instructor.
- A brief narrative stating the student's qualifications for independent, intensive work.

Timeline: A complete proposal should be submitted by the end of the semester before the time of proposed study.

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

100fs Introduction to Theatre

Taught by Department of Theatre Arts faculty and staff, this course offers the student a study and practice of theatre as a collaborative art. Course includes the analysis of the dramatic text in terms of the actor; the director; the scenic, costume, lighting, and sound designers; and technicians. Close analytical readings of play texts and critical/theoretical essays will be supplemented by attending theatre productions both on and off campus and by staging students' own theatrical projects.

Meets Humanities I-A requirement

S. Daniels, R. Babb, The department requirement for the Theatre major; 4 credits; purchase of theatre tickets is the responsibility of the student

105s 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 performance projects.

Meets Humanities I-A requirement

The department

4 credits

120s Topics in Design: Costume Construction

This course will take you through the theatrical process of creating clothing and accessories for the stage. Topics covered are hand sewing techniques, fabric identification and use, and clothing alterations. The course will explore basic pattern drafting and draping, and some accessory construction. Students will work from costume renderings to build and alter clothing for Rooke Theatre productions.

Meets Humanities I-A requirement

E. Bergeron

Lab; 4 credits; \$45 materials fee

122f Scene Design I

An introduction to the art and work of the set designer in the performing arts. Students will learn how a designer approaches a script, how this work impacts a production, and what means are used in the execution of the process. They will learn how to develop their own visual imaginations and how to create visual concepts through discussions, renderings, models and some hand drafting. No previous experience in theatre, performance, or the visual arts is required.

Meets Humanities I-A requirement

V. James

lab; \$30 materials fee. Additional purchase of design supplies and materials is the responsibility of the student; 4 credits

126s Lighting Design I

An introduction to the art and practice of lighting design for the theatre. This course will cover the basics of light, lighting equip-

ment and how to develop a design for a theatrical production. Students will have the opportunity to use the Black Box Light Lab to create their own lighting designs to selected scenes from plays and musicals and learn the basics of programming a computerized lighting board. Students enrolled in this class will automatically be signed up for the Theatre Arts Department Light Prep Crew for the semester; where students learn to hang and focus lights on the Rooke Stage for the department's mainstage productions.

Meets Humanities I-A requirement

L. Dubin

4 credits

150s 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 course that includes innovative individual and group exercises.

Meets Humanities I-A requirement

R. Babb

Prereq. fy or permission of instructor; 4 credits

180f 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

C. Killion

lab; purchase of design supplies, materials, and theatre tickets is the responsibility of the student; 4 credits

205s Acting II

A highly interactive course, focusing on scene work, using the Stanislavsky approach to acting. Classes include preparation exercises leading to the relaxation, concentration, and imagination of the actor. Practical tools explored in the course are designed to offer the student greater vocal, physical, and imaginative freedom and clarity as well as text analysis skills. Course includes characterization work and introduces the unique nature of the monologue.

Meets Humanities I-A requirement

S. Daniels

Prereq. Theatre Arts 105 or permission of instructor; 4 credits

215f Topics in Performance

This course offers a specific approach to performing. Topics include mask characterization, physical theatre techniques, acting Shakespeare, and vocal training, among others.

Fall 2013

215f(1) Voice and Movement for the Stage

An introduction to the fundamental actor tools: human movement and vocal production with the purpose of laying a foundation for healthy technique and creative expression. Work will be based on Linklater voice, the Alexander Technique, Laban Movement, and Bartenieff Fundamentals. Students will learn to warm-up and explore text and character through voice and movement.

Meets Humanities I-A requirement

R. Rootberg

Prereq. Theatre Arts 105 or Permission of Theatre Chair; 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 2013

220f(1) *Costume Crafts: Costumes beyond Clothing*

This course will explore areas of costuming that do not include clothing: millinery, armor making, masks, fabric painting and dyeing, as well as body sculpting. This is part research, and a lot of hands-on work. We will explore the materials used for these types of projects and the safe handling of these materials. Students will create a project in each area covered.

Meets Humanities I-A requirement

E. Bergeron

Prereq. Theatre Arts 120 (Costume Construction) or permission of instructor; Students must have hand and machine sewing skills.; 4 credits; \$100 materials fee

Spring 2014

220s(1) *Twentieth-Century Fashion*

The course is on the development of fashion and wearable art from the end of the nineteenth century to the year 2000. The course provides an overview of styles and a closer look at the work of individual artists including Charles Frederick Worth, Paul Poiret, Mario Fortun, Elsa Schiaparelli, Coco Chanel, Cristobal Balenciaga, Emilio Pucci, Mary Quant, Rudi Gurenreich, Alix Gres, Yves Saint Laurent, Christian LaCroix, Issey Miyake, Hussein Chalayan, Jean-Paul Gaultier, Anna Sui, and Vivienne Westwood, most of whom have also designed iconic costumes for theatre or film. Lectures will be accompanied by PowerPoint presentation and where possible original examples of clothing will be shown.

Meets Humanities I-A requirement

V. James

4 credits

220s(2) *Theatrical Drawing for Set and Costume Design*

(Same as Art Studio 280-01) This course is an investigation into the fundamentals of drawing for costume and set design, with illustration of visual ideas as the focus. Topics will include figure drawing, garment, fabric, and texture rendering for the purposes of costume design, and scale and perspective

drawing of objects and environments for set design. Various media will be explored including pencil, paint, and mixed media collage.

Meets Humanities I-A requirement

J. Ford

Prereq. Theatre Arts 122 or Art Studio 120 or Art Studio 116, or permission of instructor; 4 credits; \$50 materials fee

224f *Costume Design*

An introduction to the art and work of the costume designer in the performing arts. Students will learn how a costume designer analyzes a script, approaches research, renders costume sketches, and how this work impacts a production.

Meets Humanities I-A requirement

J. Ford

Prereq. Theatre Arts 100, 120, an art (studio) course or permission of instructor; lab; purchase of design supplies and materials is the responsibility of the student—a supply list will be provided; 4 credits

234s *Topics in Theatre Studies*

Spring 2014

234s(1) *Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater*

(Taught in English; Same as Asian Studies 215, Gender Studies 204-03) 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

243f Drafting for Theatre

This course is an introduction to the essentials of drafting scenic and lighting plans for theatrical productions. Students will be taught the drafting conventions that are specific to the theatre industry. Projects will include the drafting of ground plans, centerline sections, front elevations, and light plots. Students are expected to already have a basic knowledge of theatre vocabulary and an understanding of the design process and technical needs of creating and building a set or lighting design for a theatre production. Drafting projects will incorporate both pencil drawing and CAD software techniques.

Does not meet a distribution requirement
L. Dubin

Prereq. Theatre Arts 122, 126, or 180, or permission of instructor; design supplies fee of \$25.00; 4 credits

251f Histories of Performance I

(Same as Critical Social Thought 252-01) 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

C. Mannex
4 credits

252s Histories of Performance II

(Same as Critical Social Thought 252) 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

C. Mannex
4 credits

256s Costume History through the Nineteenth Century

This course surveys the history of Western dress from Ancient Egypt and Rome through the nineteenth century. By investigating the evolution of fashion, students will gain an understanding of clothing's relationship to the arts, architecture, and its function in society. Classes consist of lectures, discussions, and examination of primary resources. Students will be evaluated based on a series of presentations and research projects.

Meets Humanities I-A requirement
J. Ford

4 credits

280s Management: Stage Management

This course will examine stage management techniques for academic, professional, and community theatre and explore the role of the stage manager in these various theatre environments. Each student will be required to stage manage a production. Students will also be required to see and evaluate theatrical productions in the area.

Meets Humanities I-A requirement
C. Killion

theatre tickets, supplies, and materials are the responsibility of the student; 4 credits

281fs Shakespeare

(Same as English 211) A study of some of Shakespeare's plays emphasizing the poetic and dramatic aspects of his art, with attention to the historical context and close, careful reading of the language. Eight or nine plays.

Meets Humanities I-A requirement

S. Roychoudhury, A. Rodgers
Prereq. soph, jr, sr; 4 credits

282fs Theatre Practicum

Fall 2013

282f(1) "The Mandrake" ("Mandragola")
Rehearsal and performance of Machiavelli's "Mandragola", directed by Roger Babb, November 2013

Meets Humanities I-A requirement

R. Babb

Prereq. by audition or interview only; 4 credits

Spring 2014

282s(1) TBA

Rehearsal and performance to be performed April 2014.

Meets Humanities I-A requirement

R. Babb

Prereq. by audition or interview only; 2-4 credits

283s Playwriting

(Writing-intensive course; Same as English 205) 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; may be re-taken at 300 level with permission of instructor; 4 credits

285f Directing

This course is open to directors, choreographers, designers, and visual artists. Each week students present a short piece using specific performance elements such as: use of architectural detail, foreground/background relationships, sound environment, manipulation of text, lighting, site specific or "found"

spaces, etc. Readings from major performance theorists including Aristotle, Brecht, Shklovsky, Artaud, Bert States, Grotowski, and Joseph Chaikin. The last third of the semester will concentrate on script work and will culminate in the casting and presentation of a short scene.

Meets Humanities I-A requirement

R. Babb

Prereq. Theatre Arts 105; 4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. permission of instructor and the department; 1-4 credits

315s Topics in Performance: Advanced Performance Workshop

Topics courses offer a specific approach to performing. They may include mask characterization, physical theatre techniques, acting Shakespeare, and vocal training, among others.

This course is for actors, directors, dramaturges, choreographers, anthropologists, video and visual artists, and designers. This workshop will develop performance pieces collaboratively. Students will work in teams that explore and investigate a chosen theme, a piece of text, or a type of behavior. Student will present weekly projects over the course of the semester. Use of edited sound, images, and video.

Meets Humanities I-A requirement

R. Babb

Prereq. permission of instructor; 4 credits

317s Topics in Theatre Studies: Studies in Renaissance Literature Early Modern Drama

(Same as English 317-01) "All the world's a stage." This course surveys the era of literary history that invented this powerful idea. The drama of the sixteenth and seventeenth centuries is a drama obsessively self-conscious, bursting with disguises, confidence tricks, cross-dressers, rituals, masques, and plays-within-plays. Reading Shakespeare as well as his rivals and peers (Marlowe, Jonson, Webster, and others), we will consider how theater, and the idea of theater, illuminates such concepts as desire, evil, gender, and ideology. Plays will likely include *Titus Andronicus*,

Doctor Faustus, The Alchemist, and The Duchess of Malfi.

Meets Humanities I-A requirement

S. Roychoudhury

Prereq. English 200 and English 210 or 211; meets English department pre-1700 requirement; meets English department and Theatre seminar requirement; 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

335f Seminar

Fall 2013

350f(1) Women in Design

This course will discuss women who have made a seminal contribution to the way we see and experience the visual world through design and material culture including the performing arts, film, fashion and couture, the decorative arts, gardens and interiors. Students will familiarize themselves with the work of Coco Chanel and her female contemporaries, Gertrude Jekyll, Zaha Habib, Irene Sharaff, Loie Fuller, Sonya Delaunay, Lyubov Popova, Margaret Macdonald, and Eileen Grey as well as many other groundbreaking luminaries. Students will research and analyze a designer's work, and create written and visual presentations. Students will also design a small project.

Meets Humanities I-A requirement

V. James

Prereq. 8 credits in Theatre Arts or related subject or permission of instructor; 4 credits

350f(2) American Comedies of Identity

(Same as English 345-01) Surveys of American drama are often weighted with family and social drama; comedy gets short shrift.

But from its inception the American theatre employed comedy to examine specifically "American" types, offering not only a stereotypical gallery of "other" Americans but also a form in which African American, Latino, and gay playwrights, for instance, could revise their own images onstage. In this course we will chart the path of American comedy from Royall Tyler's "first American play" *The Contrast* through works by such playwrights as Anna Cora Mowatt, Philip Barry, Christopher Durang, Luis Valdez, and Philip Kan Gotanda.

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

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).
- 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, *co-chair*), Farnham (environmental studies), Mitchell (philosophy); Assistant Professor Singer (English, *co-chair*)

Contact Persons

Karen Remmler, *chair of thematic minor in War and Society*

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 multiple 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 and English 255)
- 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 Hoplites to Legions: Warfare in the Ancient World
- CST 254, Postcolonial Theory
- 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 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 Legions: 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.

Mount Holyoke Extension

Mount Holyoke Extension offers innovative and high-quality academic programs that supplement the traditional programs of the College, capitalize upon its strengths, and extend the College's reach and impact.

For 2013–2014, Mount Holyoke Extension's offerings include a portfolio of summer and January courses to complement the regular undergraduate offerings of the College, a Master of Arts in Teaching first offered in 2012–2013, a new Master of Arts in Mathematics Teaching, an enriched program for postbaccalaureate pre-health study, and the continuation of its longstanding Mathematics Leadership Program for the professional development of mathematics teachers.

The Master of Arts in Teaching Degree

The Master of Arts in Teaching (M.A.T.) is an accelerated coed teacher education program for aspiring middle and secondary school teachers. This flexible, 11-month M.A.T. includes an innovative curriculum, a unique collaboration with Expeditionary Learning (EL), personalized advising, and initial teacher licensure in 19 subject areas.

Courses and Curriculum

The M.A.T. with initial licensure is a 36-credit program that a full-time student can complete in under 11 months, from August to the following June. Part-time students can complete requirements at their own pace, although they will eventually need to complete the program's capstone: a full-time, semester-long teaching practicum. Coursework for the M.A.T. is delivered in three sessions: summer, fall, and spring. An M.A.T. curriculum map is available at <https://www.mtholyoke.edu/graduateprograms/teaching/courses>.

Summer (6 credits): Starting in August, the summer session features an immersion into the Expeditionary Learning (EL) "case study" teaching model. Students will go on group learning expeditions in the field to experi-

ence powerful project-based methodologies delivered by EL professionals. Students go on to complete introductory course work about schools and schooling (Education 420), plus a module on technology in education (Education 417).

Fall (16 credits): In a traditional fall semester, September–December, students complete four courses taught by Mount Holyoke faculty and augmented by Expeditionary Learning practitioners. These include general and content-specific methodology course work with associated school-based pre-practicum work, as well as an advanced-level elective (Education 460, 463, and 330) in their licensure subject areas. Within the general and content-specific methodology courses, students will learn about curriculum development and planning, working with diverse students, and effective approaches to classroom management and assessment. Students will also conduct site visits to Expeditionary Learning schools.

Spring (14 credits): Students complete a full-time, semesterlong student teaching semester (the practicum, Education 331) as well as a weekly seminar (Education 333) in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure to the Massachusetts Department of Elementary and Secondary Education.

Flexible Options

Low-Residency: Low-residency students have the option of attending classes on campus during August through December and completing their spring teaching practicum out of the area. Students will work with advisors to identify an appropriate teaching practicum that may include placement within the national network of Expeditionary Learning schools or at another suitable host school.

Part-Time: While the M.A.T. is designed to be a continuous, 11-month program, part-time students can complete requirements at their own pace. Students will work with an advisor to design a manageable plan to complete program requirements.

Advising

Students in the Master of Arts in Teaching program receive personalized advising to help them reach their academic and career goals. They work closely with a network of professionals including faculty advisors, supervising teachers, Expeditionary Learning mentors, and a variety of content area experts. Lenore Reilly, assistant professor of psychology and education, directs the M.A.T. program and serves as the academic advisor to students.

For information about scholarships, Expeditionary Learning, teacher licensure, housing, and career preparation, please see the M.A.T. website at <https://www.mtholyoke.edu/graduateprograms/teaching>.

Master of Arts in Mathematics Teaching (K-8)

This degree program, known as the M.A.M.T. with a specialization in teacher leadership, is offered by the Mathematics Leadership Programs of Mount Holyoke College. It is designed for teachers, teacher-leaders, and math coaches of grades K–8 who have their teacher certification and bachelor's degree and would like to develop their professional credentials in order to become qualified as math specialists.

Courses and Curriculum

The program is built around existing courses and institutes that have been offered by the Mathematics Leadership Program for more than 20 years. The M.A.M.T. involves three years of residential summer programs (three weeks each) at Mount Holyoke College and two academic years of online work to be completed at the applicant's school. Each summer will consist of three weeks of institutes: two focused on mathematics and one focused on educational leadership. In sum-

mer 2013, these courses are X.MATH-400, X.MATH-401, and X.MTHED-422. Each academic year will include 4 credits of mathematics work and a 4-credit educational leadership program, all conducted online. In 2013–2014, these courses are X.MATH-460 and X.MTHED 460 and 465 respectively. Thus, the M.A.M.T. degree will be based on 18 credits of on-campus work in the summers and 16 credits of online work completed during the two academic years for a total of 34 credits.

The full program schedule, application procedure, and application forms are available at <http://mathleadership.org/programs/master-of-arts-in-mathematics-teaching/>.

Mathematics Leadership Program

Mathematics Leadership (M.L.P.) is an innovative in-service teacher education program that provides professional development opportunities for teachers, teacher leaders, and math coaches. Originally established at Mount Holyoke College in 1983 as Summer-Math for Teachers, M.L.P. offers a variety of summer institutes, academic-year courses, and courses and seminars in mathematics education for teachers and administrators.

Postbaccalaureate Pre-Medical Program

The Postbaccalaureate Pre-Medical Program is designed for individuals who have earned an undergraduate degree from an accredited college or university and who now wish to prepare for application to graduate programs in the health professions (e.g., medical, veterinary, dental, physical therapy, etc.). Candidates must hold a bachelor's degree and have a strong academic record. The program is not intended to offset a weak record in the sciences. Successful applicants typically have had few or no science courses as undergraduates and have earned an undergraduate GPA greater than 3.2. Because of the restricted availability of seats in U.S. medical schools, this program is open to U.S. citizens only.

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.

Candidates must submit official SAT, ACH, or GRE scores, college transcripts, an application essay, and two letters of recommendation. An interview is also required. Applications are reviewed on an ongoing basis. Deadlines are in place to permit admitted students to pre-register for courses in a timely fashion. The application deadline for admission in the spring is October 1. The deadline for admission in the summer or fall is March 15. Students enrolling in this program are not eligible for financial aid from Mount Holyoke College but may qualify for federal student loans or veterans benefits.

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

Summer and January Courses

Courses taught in summer 2013 are listed under "Course Offerings" below. Refer to the online course catalogue for January 2014 courses.

These courses are open to all, by application. Further information and the online application are available at <https://www.mtholyoke.edu/extension>.

Students in the College's bachelor of arts program are welcome to enroll in Mount Holyoke Extension summer and January course offerings but may apply credits earned to the bachelor of arts only if the credits qualify as transfer credits per the College's usual policies.

Course Offerings

Master of Arts in Teaching

300f The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools.

(Community-Based Learning course; speaking- and writing-intensive course) **M.A.T. students only.** 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. Permission of instructor. Limited to students in the M.A.T. program; Prepracticum required; 4 credits

330f The Process of Teaching and Learning in Secondary and Middle Schools

(Community-Based Learning course) **This section for M.A.T. students only.** 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.

Does not meet a distribution requirement
B. Bell

Prereq. M.A.T. students only; 4 credits

331s Student Teaching in Secondary and Middle Schools

This section for M.A.T. students only. Students participate in full-time student teaching in middle or secondary classrooms for 12 weeks. During this semester-long field-based

placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program

Does not meet a distribution requirement
B. Bell

Prereq. M.A.T. students only; 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break); 10 credits

333s Practicum Seminar on Teaching and Learning: Middle and Secondary Education

This section for M.A.T. students only. This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

Does not meet a distribution requirement
B. Bell

Prereq. M.A.T. students only; 4 credits

417 Teaching with Technology: for M.A.T. students only

Students will read current research examining the effectiveness of teaching with technology in middle and secondary school classrooms as they explore questions about the role of technology in 21st century education. Students will experiment with a variety of tools such as cell phones, digital recorders, instant messaging, and web-based tools that allow teachers to design scoring rubrics, quizzes, blogs, surveys, and polls. Use of digital media will be emphasized, with students developing electronic portfolios to document their growth in addressing performance assessment standards. Review of the work of national teacher technology organizations and resources will be covered.

Does not meet a distribution requirement

M. Ryan

Prereq. M.A.T. students only; letter grading only (no 'credit/no credit' grading). Meets M-F 2pm-4:30pm, August 5th-23rd.; 2 credits

420 Schools, Schooling, and Society: for M.A.T. students only

The course familiarizes students with theories of teaching and learning, adolescent development and current movements in education reform such as Race to the Top, Common Core Standards, and testing. In keeping with Massachusetts Department of Education mandates for approved licensure programs, the course provides the foundational readings to prepare teachers for work in a diverse society. Topics include guidelines set forth in INTASC (Interstate Consortium): knowledge of curriculum; knowledge of learners; knowledge of educational goals and assessment; knowledge of social/cultural contexts; and pedagogical content knowledge. Key tenets of Expeditionary Learning will be explored.

Does not meet a distribution requirement
B. Bell

Prereq. M.A.T. students only; letter grading only (no 'credit/no credit' grading); meets M-F, 8:30am-1pm, August 5th - 23rd, plus additional hours to be arranged.; 4 credits

460f Subject-Specific Methods for Middle and Secondary Teachers: for M.A.T. students only

This subject-specific methods course is designed for graduate-level teacher education students preparing to teach at the secondary or middle school levels. Firmly embedded within the Expeditionary Learning Model, this course links the theoretical underpinnings of subject-specific pedagogy, differentiated learning, global learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts in the field and through reflecting on their practice within pre-practicum placements in local schools.

Does not meet a distribution requirement
B. Bell

Prereq. M.A.T. students only; letter grading

only (no 'credit/no credit' grading); 4 credits

463f Teaching English Language Learners: for M.A.T. students only

This course addresses core competencies outlined in the Massachusetts Department of Education's English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

Does not meet a distribution requirement

L. Reilly

Prereq. M.A.T. students only; letter grading only (no 'credit/no credit' grading); 4 credits

Master of Arts in Mathematics Teaching (K-8)

X.M.A.T.H-400x Developing Mathematical Ideas: Building a System of Tens: Calculating with Whole Numbers and Decimals

Participants explore the base-ten structure of the number system, consider how that structure is exploited in multidigit computational procedures, and examine how basic concepts of whole numbers reappear when working with decimals.

Does not meet a distribution requirement

The department

2 credits

X.M.A.T.H-401x Developing Mathematical Ideas: Making Meaning for Operations: In the Domains of Whole Numbers and Fractions

Participants examine the actions and situations modeled by the four basic operations, beginning with a view of young children's counting strategies as they encounter word problems, moving to an examination of the four basic operations on whole numbers, and revisiting the operations in the context of rational numbers.

Does not meet a distribution requirement

The department

Prereq. permission of instructors; 2 credits

X.MTHED-422x Research on Learning: Implementing the Common Core Math Practice Standards

This course is focused on implementing mathematics instruction to support the development of conceptual understandings of mathematics. Topics include creating a classroom climate for productive mathematics discussion, posing open-ended tasks, asking probing questions, and exploring teacher moves that challenge and support individual student learning. Analyzing classroom cases of practice will be a key feature.

Does not meet a distribution requirement

The department

2 credits

X.MTHED-460fs and XM.A.T.H-460 Connecting Arithmetic to Algebra Leadership

These paired courses offer a professional development experience in which teachers consider generalizations that arise from the study of number and operations in grades 1 through 7. They examine cases of students who are engaged in the process of articulating general claims, working to understand those claims, and learning how to prove them. The course also focuses on how this approach to mathematical thinking supports a range of mathematics learners, including those who have difficulty with grade-level mathematics and those who need additional challenge.

Does not meet a distribution requirement

The department 4 credits

X.MTHED-465s Action Research on Learning and Teaching

This course will include action research on the mathematics learning of students and pedagogical moves of teachers. Participants will produce written cases of practice based on audio or videotaped classroom discussions and interviews with their own students. Participants will analyze their own cases and those of their colleagues to examine the learning of students and the impact of teacher moves. Course instructors will also provide individual feedback based on the classroom cases.

Does not meet a distribution requirement

The department

2 credits

Mathematics Leadership Program

X.MTHED-408x Professional Development for Coaching Mathematics

PDC is designed for elementary math specialists with responsibilities for supporting teachers in the development of strong mathematics education programs. Participants explore issues related to: learning mathematics while in the context of teaching; facilitating the professional development of colleagues; teachers' and students' ideas about mathematics and learning; and fostering a stance of collaborative investigation. By way of a central theme of mathematics learning, the institute will offer coaches opportunities to explore, through the coaching perspective, ideas of number and geometry in the elementary grades.

Does not meet a distribution requirement

The department

2 credits

X.MTHED-410 Examining DMI Facilitation

Examining DMI Facilitation is designed for math specialists, curriculum directors, teacher-leaders, and others who provide professional development for teachers in their systems. Participants will work on the following activities: identifying the goals of a particular DMI seminar, examining the central mathematics ideas of the DMI module, exploring facilitation with adult learners, responding to participants in writing and in the moment, planning and debriefing a DMI session, leading a practice facilitation session, and considering how to use DMI as a resource in their own district setting.

Does not meet a distribution requirement

The department

Prereq. Permission of Instructors; 2 credits

Postbaccalaureate Pre-Medical 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

201s Postbaccalaureate Introductory Biology II

This course for students in the postbaccalaureate program preparing for graduate-level study in the health professions. Topics include basic principles of biodiversity, genetics, biochemistry, cell structure and function, development, anatomy, and organ systems. Laboratory exercises compliment lecture material, and are intended to develop skills in microscopy, familiarity with using a variety of lab equipment, experimental design, data collection and analysis, and scientific writing.

Does not meet a distribution requirement

D. Gardner

Prereq. Chemistry 101. Postbaccalaureate students only.; May be taken before or after Biology 146, Postbaccalaureate Intro Biology I.; 4 credits

Summer and January Courses

X.CHEM 101 General Chemistry I

Introduces and develops fundamental concepts in chemical science, including stoichiometry, reactions in aqueous solutions, atomic structure, and chemical bonding. The laboratory emphasizes basic skills and quantitative chemical measurements.

Does not meet a distribution requirement

D. Cotter

Prereq. basic arithmetic, algebra, calculator use; 4 credits

X.CHEM 201 General Chemistry II

Continuation of General Chemistry I. Topics include thermochemistry and thermodynamics; quantitative treatment of chemical equilibrium with applications to acid-base, solubility, and electron-transfer reactions; and chemical kinetics. Laboratory empha-

sizes analytical skills and experimental assessment of kinetic and thermodynamic parameters.

Does not meet a distribution requirement

D. Cotter

Prereq. Chemistry 101 with grade of C or better; 4 credits

X.EDUC 360 TESOL Certificate: Teaching English as a Second or Foreign Language

This four-week program is designed to provide participants with a foundation of practical pedagogy, linguistic knowledge, and classroom experience to prepare you for a job as a language instructor in an international environment. The course includes lecture and discussion, materials development sessions, microteaching workshops, and a teaching practicum with a minimum 6 hours of teaching experience. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion with a passing grade.

Does not meet a distribution requirement

M. Shea

4 credits

X.ENGL 227 Jane Austen

Jane Austen's work stands almost as its own subgenre in the evolution of the novel. Happening at a moment of transitions, her work can be read formally as a bridge between the experiments of eighteenth century realism and what was just to come in the Victorian novel. Although she is often admired for her humor and satire around marriage and sex, the novels also engage with aesthetics, epistemology, and sensibility; political ideas about what constitutes beauty, what it means to know something, and how much one should feel. We will read the completed novels, some of her influences and contemporaries, and critical and theoretical contexts.

Does not meet a distribution requirement

J. Pyke

4 credits

X.LANG 111 Haitian Creole: Non-Intensive Supervised Independent Course

Haitian Creole I is the first part of a four-part elementary course sequence in Haitian Creole. The course is offered through the Five College Supervised Independent Language Program. It emphasizes speaking and listen-

ing skills through a combination of independent study and conversation sessions with a native speaker. It includes a final oral evaluation by an outside evaluator.

Does not meet a distribution requirement

The department

Credit/No-Credit grading only; 2 credits

X.LANG 121 Norwegian III: Intensive Supervised Independent Course

Norwegian III is the fourth part of a four-part elementary course sequence in Norwegian. The course is offered through the Five College Supervised Independent Language Program. This course emphasizes speaking and listening skills. The independent study format includes weekly structured conversation with a native speaker and an evaluation by an outside evaluator.

Does not meet a distribution requirement

A. Wordelman

Credit/No-Credit grading only; 2 credits

X.LANG 122 Norwegian IV: Intensive Supervised Independent Course

Norwegian IV is the fourth part of a four-part elementary course sequence in Norwegian. The course is offered through the Five College Supervised Independent Language Program. This course emphasizes speaking and listening skills. The independent study format includes weekly structured conversation with a native speaker and an evaluation by an outside evaluator.

Does not meet a distribution requirement

A. Wordelman

Credit/No-Credit grading only; 2 credits

X.PHYS 101 Physics I

This algebra-based introduction to physics covers kinematics, force, Newton's laws, equilibrium, momentum, energy, conservation laws, gravitation, rotation, and oscillations. Jointly with the Physics 2 course, it will provide a good preparation for the physics components of the MCAT.

Does not meet a distribution requirement

T. Norsen

Prereq. Math competency up through but not necessarily including calculus; 4 credits

X.PHYS 151 Physics II

This is the second half of the algebra-based introductory physics sequence. Topics,

drawn largely from the MCAT syllabus, include fluids and elasticity, thermodynamics, sound and light waves, electricity and magnetism, and atomic structure.

Does not meet a distribution requirement

T. Norsen

Prereq. Math competency up through but not necessarily including calculus; 4 credits

Five College Course Offerings by Five College Faculty, 2013-2014

African Studies

Fall 2013

Mount Holyoke: Politics 249f

African Politics

This course covers African politics from the precolonial period to the contemporary era, examining local experiences of democracy, governance, and economic development in light of varied colonial experiences, independence movements, international political economy, and informal sources of political power. Students will read closely historical, theoretical, and creative texts on African politics, and consult contemporary media coverage of Africa.

Kim Yi Dionne

Assistant Professor of Government (at Smith College in the Five College Program)

Smith: Government 227

Contemporary African Politics

This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and will introduce students to various theoretical and analytical approaches to the study of Africa's political development. Central themes will include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa's political economy.

Kim Yi Dionne

Assistant Professor of Government (at Smith College in the Five College Program)

Spring 2014

Smith: Gov 2xx

Colloquium: Comparative Responses to AIDS in Africa

Though sub-Saharan Africa has only 10 percent of the world's population, it is home to 68 percent of all people living with HIV and AIDS. Certainly, countries in sub-Saharan Africa are more complex and dynamic than these simple statistics on HIV prevalence; however, we study AIDS in Africa particularly because the pandemic is hitting Africa the hardest and poses a serious challenge to public health, development, and even governance across African contexts. In recent years, international organizations and donor governments have responded by generously supporting humanitarian interventions to prevent the spread of HIV and to mitigate the effects of AIDS in severely resource-constrained countries suffering from a generalized epidemic. Before AIDS became the international priority it is today, local communities and national governments experiencing the AIDS pandemic firsthand responded in diverse ways. Why have some states been more active than others in responding to AIDS? What has been tried in the fight against AIDS in Africa, and more importantly, what, if anything, is working? What conditions are necessary for success? In this course, we aim to learn about politics and policy in resource-constrained settings using the case study of response to AIDS in Africa. We start with learning the epidemiology of HIV/AIDS and the experience of AIDS in Africa. We then explore the responses to AIDS by national and international actors. The remainder of the course will focus on the interventions against HIV and AIDS, concluding with a close look at the local realities of the global intervention

against AIDS.

Kim Yi Dionne

Assistant Professor of Government (at Smith College in the Five College Program)

Arabic

Fall 2013

Amherst: Arabic 101

First Year Arabic I

This yearlong course is designed for students with no prior knowledge of the Arabic language seeking to develop strong communication skills in formal and colloquial Arabic. The course begins with a focus on reading, pronouncing and recognizing Arabic sounds and progresses quickly toward developing beginner reading, writing, speaking and listening proficiency as well as cultural competence. The course covers essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). 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 paragraphs and participate in role plays, debates, presentations and conversations throughout the year.

Mohamed Hassan

Senior Lecturer in Arabic and Director of the Five College Arabic Language Program.

Amherst: Arabic 201

Second Year Arabic I

According to the ACTFL standards, this course is Intermediate Low-Mid. It covers the four skills of the language. Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics while readers at the same level can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the

format of the text is familiar, such as in a weather report or a social announcement. Speakers at the intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. 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.

Prerequisite: Arabic 102 or the equivalent.

Olla Al-Shalchi

Five College Lecturer in Arabic

Amherst: Arabic 301

Third Year Arabic I

The goal of this course is to help students achieve an advanced level of proficiency in Modern Standard Arabic with an exposure to one Arabic colloquial variety using the four skills (reading, writing, speaking, listening) approach. Students will read within a normal range of speed, listen to, discuss and respond in writing to authentic texts by writers from across the Arab world. Text types address a range of political, social, religious, and literary themes and represent a range of genres, styles, and periods. All of these texts may include hypothesis, argumentation and supported opinions that will cover both linguistic and cultural knowledge. This course covers Al-Kitaab, Book 3, Units 1-5 in addition to extra instructional materials. *Prerequisite: Arabic 202, or the completion of Al-Kitaab, Book 2 or its equivalent. Students must be able to use Formal Spoken Arabic as the medium of communication in the classroom.*

Olla Al-Shalchi

Five College Lecturer in Arabic

Hampshire: IA 110

Elementary Arabic I

See Amherst: Arabic 101 above.

TBA

Mount Holyoke: Asian 130f

First Year Arabic I

See Amherst: Arabic 101 above.

Heba Arafah

Five College Lecturer in Arabic

Mount Holyoke: Asian 232f**Second Year Arabic I**

See Amherst: Arabic 201 above.

Heba Arafah

Five College Lecturer in Arabic

Smith: Arabic 100Y-01**Elementary Arabic**

See Mount Holyoke: 130f above.

Abdelkader Berrahmoun

Five College Lecturer in Arabic

Smith: Arabic 100Y-02**Elementary Arabic**

See Amherst: Arabic 101 above.

Abdelkader Berrahmoun

Five College Lecturer in Arabic

Smith: Arabic 200**Intermediate Arabic I**

See Amherst: Arabic 201 above.

Olla Al-Shalchi

Five College Lecturer in Arabic

Smith: Arabic 300**Advanced Arabic I**

See Amherst: Arabic 301 above.

Heba Arafah

Five College Lecturer in Arabic

Smith: MES 390**Media Arabic**

Media Arabic is an advanced course at the 400 level. Students are required to complete a set amount of material during the semester. Media Arabic introduces the language of print and the Internet news media to students of Arabic seeking to reach the advanced level. It makes it possible for those students to master core vocabulary and structures typical of front-page news stories, recognize various modes of coverage, distinguish fact from opinion, detect bias and critically read news in Arabic. The course enables students to read extended texts with greater accuracy at the advanced level by focusing on meaning, information structure, language form, and markers of cohesive discourse. The prerequisite for Media Arabic is the equivalent of three years of college-level Arabic study in a classroom course that includes both reading/writing skills and speaking/listening skills. The final grade is determined by participation and assignments, two term-papers and a final paper, a final written exam, an

oral presentation and a comprehensive oral exam. Participation in the program requires significant independent work and initiative.

Mohamed Hassan

Five College Senior Lecturer in Arabic and Director of the Five College Arabic Language Program

UMass: Arabic 197FA**Four-Skilled Arabic I**

See Amherst: Arabic 101 above.

Prerequisite: Arabic 197FB or the equivalent.

Nahla Khalil, Five College Lecturer in Arabic

UMass: Arabic 297FA**Four-Skilled Second Year Arabic I**

See Amherst: Arabic 201 above.

Nahla Khalil, Five College Lecturer in Arabic (at the University of Massachusetts in the Five College Program)

Spring 2014

Amherst: Arabic 102**First Year Arabic II**

This is a continuation of First-Year Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extracurricular activities and a final project.

Prerequisite: Arabic 101 or equivalent

Mohamed Hassan

Senior Lecturer in Arabic and Director of the Five College Arabic Language Program.

Amherst: Arabic 202

Second Year Arabic II

This is a continuation of Second Year Arabic I. We will complete the study of the AlKitaab II book sequence along with additional instructional materials. In this course, we will continue perfecting knowledge of Arabic integrating the four skills: speaking, listening, reading, and writing using a communicative-oriented, proficiency-based approach. By the end of this semester, you should have sufficient comprehension in Arabic to understand most routine social demands and most non-technical real-life conversations as well as some discussions on concrete topics related to particular interests and special fields of competence in a general professional proficiency level. You will have broad enough vocabulary that will enable you to read within a normal range of speed with almost complete comprehension a variety of authentic prose material and be able to write about similar topics. Also by the end of this semester, you should have a wide range of communicative language ability including grammatical knowledge, discourse knowledge and sociolinguistic knowledge of the Arabic language. You should expect text assignments as well as work with DVDs, audio and video materials, and websites. Exercises and activities include essay writing, social interactions, role plays and in-class conversations, oral and video presentations that cover the interplay of language and culture, extracurricular activities and a final project.

Prerequisite: Arabic 201 or equivalent, or instructor's permission

Olla Al-Shalchi

Five College Lecturer in Arabic

Hampshire: IA 110

Elementary Arabic II

See Amherst: Arabic 102 above.

Prerequisite: IA 110 or equivalent

Mount Holyoke: Asian 131s

First Year Arabic II

See Amherst: Arabic 102 above.

Heba Arafah

Five College Lecturer in Arabic

Mount Holyoke: Arabic 233s

Second Year Arabic II

This is a continuation of Second Year Arabic I. See Amherst: Arabic 202 above.

Prerequisite: Arabic 232f or equivalent, or instructor's permission

Heba Arafah

Five College Lecturer in Arabic

Smith: Arabic 100Y-01

Elementary Arabic II

See Amherst: Arabic 102 above.

Prerequisite: Arabic 100Y or equivalent

Abdelkader Berrahmoun

Five College Lecturer in Arabic

Smith: Arabic 100Y-02

Elementary Arabic II

See Amherst: Arabic 102 above.

Prerequisite: Arabic 100Y or equivalent

Abdelkader Berrahmoun

Five College Lecturer in Arabic

Smith: Arabic 201

Intermediate Arabic II

See Amherst: Arabic 202 above.

Prerequisite: Arabic 201 or equivalent, or instructor's permission

Olla Al-Shalchi

Five College Lecturer in Arabic

UMass: Arabic 197FB

Four-Skilled Arabic II

This is a continuation of First Year Arabic I.

See Amherst: Arabic 102 above.

Prerequisite: Arabic 197FA or equivalent

Nahla Khalil, Five College Lecturer in Arabic

UMass: Arabic 297FB

Intermediate Four-Skilled Arabic II

This is a continuation of Second Year Arabic I.

See Amherst: Arabic 202 above.

Prerequisite: Arabic 297FA or equivalent, or instructor's permission

Nahla Khalil, Five College Lecturer in Arabic

Archaeology

Fall 2013

Mount Holyoke: Anthropology 216(01)

Collecting the Past: Art and Artifacts of the Ancient Americas

Early European explorers, modern travelers, collectors, curators, and archaeologists have

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

Elizabeth Klarich

Assistant Professor of Anthropology (at Smith College in the Five College Program)

Smith: Anthropology 135/Archeology 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.

Elizabeth Klarich

Assistant Professor of Anthropology (at Smith College in the Five College Program)

Spring 2014

Amhersat: Anthropology 224 Archaeological Method, Theory, and Practice

This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the 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. Discussions of practice will address the roles and responsibilities of archaeologists in heritage management, museum development, and community outreach.

Elizabeth Klarich

Assistant Professor of Anthropology (at Smith College in the Five College Program)

Smith: Anthropology 347 Archaeology of Food

This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the “agricultural revolution.” The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphases will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food.

Elizabeth Klarich

Assistant Professor of Anthropology (at Smith College in the Five College Program)

Architectural Studies

Fall 2013

Amherst: ARCH375/ENVS 375 The Poetics and Politics of Sustainable Architecture

This course interrogates the prevalent discourse of sustainability in architectural design literature, under the premise that “sustainability” is a politically framed and context-dependent notion. The main issue we explore is the often sidelined disconnect between the green design discourse vis-à-vis issues of poverty, migration, and modernization. On one side of this disconnect, there is a green design imaginary—based on the idea

that everybody, everywhere agrees with the global environmental agenda of natural preservation, greenhouse gas emission reductions, and alternative technologies. On the other side, there are four billion people in the world living below the poverty line, and as they face socioeconomic pressures, their interests are often at odds with the global ideals of sustainable design and development. If the global green imaginary celebrates exuberant forests, in the local experience the forests are viewed as wood for cooking. By looking at canonical texts on green design, and analyzing these in light of current events and social science theory, we critically study how the sustainable design discourse relates to that disconnect. Topics include green building activism and so-called barefoot architecture, naturalism in architecture, and an ethno-architectural analysis of Third World villager experiences. We also study the discourse of green design and culture, the poetics and politics of intermediate technology, and, lastly, issues of “green colonialism” and the commodification of the sustainability discourse. Open to juniors and seniors.

Gabriel Arboleda

Five College Visiting Assistant Professor of Sustainable Architecture

Hampshire: HACU 205

CMYK: Graphic Design and Representation Studio

Graphic design is a creative and critical practice at the intersection of communication and abstraction. The process of learning graphic design is twofold, and students in this course will engage both areas: first, students will develop knowledge and fluency with design skills—in this case, software (Photoshop/Illustrator); second students will address the challenges of design head-on through discussion, practice, iteration, critique and experimentation. The projects will challenge students to explore raster and vector graphic forms, color theory and typography in creative, experimental ways to reach their objectives. Techniques, approaches, styles and processes for representing numbers, maps, philosophies and ideas will be introduced throughout the course. As a studio and software course, it will be fast-paced and immersive and will require a substantial

amount of work outside of class time. The course will be made up of several small, fast-paced projects and culminate in one longer, more engaged print design project.

Prerequisite: Permission of instructor. This course is geared toward students with a design-focused course of study. Preference will be given to architectural studies majors and graphic design-focused students. Lab fee \$50.

Thom Long

Assistant Professor of Architecture and Design (at Hampshire College in the Five College Program)

Hampshire: HACU 243

Theory of Architectural Ideas

The year 2014 marks 50 since the publication of Bernard Rudofsky’s “Architecture Without Architects,” a powerful statement about the role of culture and nature in architectural design. This intermediate level seminar studies the notions of nature and culture, their historical role in architectural discourse, and their relevance in contemporary discourse about green design. We will explore what has changed in architectural design theory and practice in connection to these two ideas since the publication of Rudofsky’s manifesto. In a more general context, we will explore the notion that traditional building is by default “green,” a key assumption in the discourse of green design and culture. Specific topics for discussion include: What is the relationship between culture and nature when it comes to the built environment? What does canonical design literature understand as culture, nature, and sustainability? How important is culture in the connections between environment and building this literature makes? No previous background in architectural design or theory is required for this course. Lab fee \$50.

Gabriel Arboleda

Five College Visiting Assistant Professor of Sustainable Architecture

Spring 2014

Amherst: European Studies 216/Art 216 **Digital Constructions: Intermediate Architectural Design**

In this intermediate architectural design studio, we will explore the intellectual and creative process of making and representing

architectural space. The focus will be to explore the boundaries of architecture—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 (TBD) requiring rigorous studio practices, resulting in plans, sections, elevations, and digital models. This course will introduce students to various digital diagramming, drawing, and modeling software, while challenging 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 the instructor.*

Thom Long

*Assistant Professor of Architecture and Design
(at Hampshire College in the Five College Program)*

Hampshire: HACU 259

Capstone Architectural Design Studio

This is an advanced architectural studio class for students with some design experience, both in terms of familiarity with architectural representation and principles of architectural design. Throughout this course students develop design projects proposed by themselves or the instructor. The class has a theoretical component in which literature relevant to the students' projects is discussed. Students' work is assessed every week through desk reviews and pin-up critiques. A considerable amount of self-directed work outside of class hours is expected.

Gabriel Arboleda

Five College Visiting Assistant Professor of Sustainable Architecture

Hampshire: HACU 206

Design Investigations

Design Investigations

This is an introductory studio for those students interested in exploring the design fields: architecture, interior design, landscape architecture, and product design. These fields all share a studio based approach to problem

solving that is at once spatial, material, conceptual and social. In practice today, this also necessitates considering sustainability issues in the broadest sense from the very beginning of the design process. Over the course of the semester, students will be given a series of projects that will introduce visual and spatial thinking and communication. Emphasis will be placed upon developing a conceptual approach to a problem and investigating a design process that may lead to surprising and unexpected outcomes. Projects will increase in scope and complexity over the course of the semester. Specific projects will address issues of materiality, structure, mass, light, and the peripatetic experience. All projects will be presented in a studio critique format with drawings and models conveying the intent of the design project. Note: This course is a prerequisite for all advanced architectural design courses.

Naomi Darling

*Assistant Professor of Sustainable Architecture
(at Hampshire College in the Five College Program)*

Mount Holyoke: Architectural Studies 225

Introduction to Architectural Design II: Principles of Environmental Design

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

Prerequisites: minimum 4 credits of architecture design studio; knowledge of algebra and trigonometry. *Students are responsible for some of the cost of materials.*

Naomi Darling

*Assistant Professor of Sustainable Architecture
(at Hampshire College in the Five College Program)*

Art and Technology

Fall 2013

Hampshire: IA 127

Concept, Process, and Practice

The contemporary practice of art is less and less dependent on any particular disciplinary skill. Nonetheless, making art is very much still a rigorous process. It depends on highly developed critical, sensory and communicative skills. This studio art course is an introduction to some of the basic questions a contemporary artist must answer: What rules will guide the making of my work? What forms and materials will be best for what I wish to express? How can my work metaphorically embody my ideas? We will answer these questions and more through a series of collaborative and individual projects, readings and viewings, and frequent group critiques—the process of critique itself being one of the foundations of a successful art practice. Some familiarity with an art medium could be helpful, but is not necessary.

John Slepian

Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith colleges in the Five College Program)

Smith: ARS 385

Seminar: Visual Studies

An intensive examination of a theme in studio work. Students will work within the medium of their area of concentration. Each class will include students working in different media. Group discussion of readings, short papers, and oral presentations will be expected. The course will culminate in a group exhibition. A required fee of \$75 to cover group supplied materials will be charged at the time of registration.

Prerequisites: Two or more courses in the student's chosen sequence of concentration and permission of the instructor. Not open to first-years, sophomores.

John Slepian

Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith colleges in the Five College Program)

Art History

Fall 2013

Hampshire: HACU 128T

Ethical Imagining in Contemporary Culture

In his last interview, Fluxus artist Dick Higgins said, "...one of the areas that has been understated since the immediate post-war era has been ethics. Exploring the nature of kindness or of cruelty, or of the various implications of Bosnia or of militarism or things like that. Ethical exploration is an area of subject matter that has to be dealt with." More recently, Canadian cultural critic Jeanne Randolph has explored how we act morally and ethically while participating in a culture of abundance, opulence and consumerism. This course will explore ethics as a subject in the work of contemporary artists and thinkers in different media and disciplines, and across different cultures. It will explore ethical imagining as a cultural practice—how the imagination is elusive, contingent, yet exceedingly precious, and how it helps us understand changes in human relations and in culture that have evolved with twentieth- and twenty-first-century materialism.

Lorne Falk

Five College Associate Professor of Art History

Hampshire: HACU 291

The Bioapparatus

The bioapparatus is a term coined by two Canadian media artists, Nell Tenhaaf and Catherine Richards, to cover a wide range of issues concerning the technologized body. This course will explore the relationship of the mind and body to technology in contemporary art and culture. We will consider the resonance and currency of the bioapparatus in relation to the cyborg, the posthuman, and bionics. We will discuss issues such as the nature of the apparatus, re-embodiment, designing the social, natural artifice, cyborg fictions, subjectivities, perfect bodies, virtual environments, the real interface, art machines and bioart.

Lorne Falk

Five College Associate Professor of Art History

Spring 2014

Hampshire: CSI 298

Border Culture: Globalization and Contemporary Art

This course will look at globalization and contemporary art through the lens of border culture, a term that refers to the “deterritorialized” nature of a subject when she is removed from her context or place of origin. Her themes include borders within the realms of language, gender, ideology, race, and genres of cultural production. Border culture emerged in the 1980s in Tijuana/San Diego in a community of artists who had spent many years living outside their homelands or living between two cultures—an experience that in 2014 might well represent the nature of contemporary life as well as cultural praxis.

Lorne Falk

Five College Associate Professor of Art History

Asian/Pacific/American Studies

Fall 2013

Amherst: American Studies 232

Racialization in the U.S.: The Asian/Pacific/American Experience

This course is an interdisciplinary introduction to Asian/Pacific/American Studies. We will begin by looking at the founding of the field through the student-led social movements of the 1960s and ask ourselves how relevant these origins have been to the subsequent development of the field. We will then use questions that arise from this material to guide our overview of the histories, cultures, and communities that make up the multiplicity of Asian/Pacific America. Topics will include, but not be limited to, the racialization of Asian Americans through immigrant exclusion and immigration law; the role of U.S. imperialism and global geo-politics in shaping migration from Asia to the U.S., the problems and possibilities in a pan-ethnic label like A/P/A, interracial conflict and co-operation, cultural and media representations by and about Asian Americans, diaspora, and homeland politics. In addition, throughout the semester we will practice focusing on the relationships between race, gender, class, sexuality, and nation. The ultimate

goal of the course is to develop a set of analytic tools that students can then use for further research and inquiry.

Sujani Reddy

Assistant Professor of American Studies (at Amherst College in the Five College Program)

Hampshire: CSI 208

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. 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. The course will be conducted seminar style and will entail class discussions based on an assigned textbook and other reading materials; individual reports; and a final paper or project. Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, 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 and globalization.

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 like 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)

UMass: Sociology 392R

Racialization and Immigration

This course defines, analyzes, and interrogates processes of U.S. racial formation with a particular focus on immigration, immigrant communities, and the question of immigrant rights. We will begin in the late nineteenth century and follow through to the present day. It will include an outline of the basic patterns of migration to the United States; the role that empire has played in creating these flows; the relationship between immigration, racialization, and nation-state formation; questions of naturalization, citizenship, and family reunification; immigrant labor; “illegal” immigrants; nativism and anti-immigration movements; the relationships between gender, sexuality, race, class, and nation; and diaspora/transnationalism. Throughout we will pay specific attention to the shape of contemporary debates about immigration and their relationship to the histories we consider.

Prerequisite: Open to sociology majors only
Sujani Reddy

Assistant Professor of American Studies (at Amherst College in the Five College Program)

Spring 2014

Amherst: AMST 236/ASLC 292

From Civil Rights to Immigrant Rights: The Politics of Race, Nation, and Migration since WWII

This course centers ongoing struggles for social justice and liberation as a means for investigating the landscape of U.S. social formation in what many term the “post-civil rights” era. Our inquiry will begin with the youth-led movements of the late 1960s and 1970s and move through to the present day. Topics will include questions of empire, the criminalization of radical movements, the prison industrial complex, the “war on drugs,” the diversification of immigration to

the United States, struggles over citizenship, migrant labor, and immigrant detention and deportation. Throughout we will pay attention to the relationships between hierarchies of gender, sexuality, race, class and nation and specific attention to the shape of contemporary debates about the issues we examine.

Sujani Reddy

Assistant Professor of American Studies (at Amherst College in the Five College Program)

Mount Holyoke: History XXX

“Empire,” “Race,” and the Philippines:

Indigenous Peoples vs. the Spanish, U.S., and Japanese Imperial Projects

See UMass: History 247 above.

UMass: History 253

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)

Dance

Fall 2013

Amherst: THDA 116 H

Contemporary Dance: Modern II/III

The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing, and the expressive potential of movement. The course material is presented at the beginning/intermediate level.

Paul Matteson

Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)

Amherst: THDA 216

Contemporary Dance: Modern 4/5

Technique and Repertory

This course will include studio sessions in contemporary modern/jazz dance technique at the intermediate level and rehearsal sessions to create original choreography; the completed piece(s) will be presented in concert at the end of the semester. The emphasis in the course will be to increase expressive range, technical skills and performance versatility of the dancer through the practice, creation and performance of technique and choreography. In addition, the course will include required readings, the viewing of dance videos and live performances to give an increased understanding of the historical and contemporary context for the work. Audition for course enrollment will be held the first day of class.

Paul Matteson

Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)

Amherst: THDA 216H

Contemporary Dance: Modern 4/5

The study and practice of contemporary movement vocabularies, including regional

dance forms, contact improvisation and various modern dance techniques. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level. A half course. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit.

Paul Matteson

Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)

Hampshire: HACU 123T

Dancing Motown

For students of dance, music, black studies, cultural studies: start your education on the beat with a sociopolitical history of rhythm and blues that takes you from your seat to (dancing in) the street. In the classroom, we will learn about the evolution of R&B from its roots in jump blues, electric blues, blues-gospels, and doo-wop to a style of soul music that reached its height of popularity in the 1960s with Motown Records in the "Motor City" of Detroit, where such tunes as Martha and the Vandellas' "Dancing in the Street" became not only infectious party songs but reflective of the politically and racially-charged environment of black urban communities during the Black Power Movement. In the studio, we will combine basic tap steps and social dance moves into back-up dance-chorus routines in the style of Cholly Atkins, the legendary rhythm tap dancer who, as house director of Motown Records, devised "vocal choreography" for such acts as the Supremes, Temptations, Four Tops, and Gladys Knight and the Pips. Class routines will be rhythmically succinct but simple enough to execute and enjoy. There will also be an R&B History and Singing Lab in which students learn back-up harmonizing singing style that engages with the lyrics while (like the dancing) remaining cool, relaxed, and in control.

Prerequisites: Open to all incoming first-year students wishing to refine their rhythmic sensibilities and move with grace and style. No dance experience necessary.

Constance Valis Hill

Professor of Dance (at Hampshire College in the Five College Program)

Mount Holyoke: Dance 212
Partnering (Intermediate)

This course offers a toolbox of methods for generating trust-oriented, intricate, three-dimensional partnering. As a safe and supportive ensemble, students will enter into physical investigations of weight sharing, body-part manipulations, off-balance support, lifting and being lifted, negative space, resistance, and various ways of harnessing forces of momentum. Duets, trios, and groups will collaboratively create set partner dances using a series of construction/reconstruction steps challenging technical range while honoring idiosyncrasy. There will be repeated opportunities in the last part of class to perform.

Paul Matteson

Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)

Mount Holyoke: Dance 216
Intermediate Modern

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

Paul Matteson

Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)

Mount Holyoke: Dance 318
Advanced Modern

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

Paul Matteson

Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges 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)

Spring 2014

Amherst: THDA 115H

Contemporary Dance: Modern 1/2

The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level. A half course. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit.

Paul Matteson

Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)

Amherst: THDA 117H

Contemporary Dance Technique

Modern 3: Partner Dancing

Technical investigations of weight sharing, body-part manipulations, off-balance support, lifting and being lifted, negative space, resistance, and various ways of harnessing forces of momentum. How can we move with confidence, spatial awareness, and fearless agency when in close proximity and in contact with other bodies? Duets, trios, and groups will be challenged to kinetically build set partner dances with repeated opportunities in the last part of class to perform, often with the added challenge of speeding up.

Paul Matteson

Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)

Hampshire: HACU 231

Dancefilm: Choreography and the Moving Image

Moving nimbly between dance history and film theory, big mainstream movies and small experimental films, this course is an exploration of the choreographic in cinema. We will trace the history of the dance film form from its earliest manifestation in the silent film era, through the historic avant garde, musicals and music videos to contemporary short dance films, showing how the combination of dance and film produces choreographic practices that are specific to the dance film form. This course, which combines theory and practice, invites video and film concentrators, dancers, and dance-makers interested in exploring new frontiers of choreography on film.

Constance Valis Hill

Professor of Dance (at Hampshire College in the Five College Program)

Hampshire: HACU 317

New Millennium Choreography

This course looks at the vast and diverse cultural and aesthetic landscape of dance performance in the millennium and the new breed of choreographers making cutting-edge works that pursue radically different methods, materials and strategies for provoking new ideas about dance, body, and corporeal aesthetics. Taking in the vast spectrum of new-age performance (live and virtualized), we will ask such questions as: How does non-narrative dance focus on the body as an instrument with unlimited possibilities, without the impetus of stories, emotions, ideas, specific external images? How do heterosexuality, homosexuality, and androgyny constitute a gender spectrum in new works? How do we watch and evaluate dances from culturally specific traditions? How, in improvisational performance, do we watch people moving with each other and in space when there is no clear beginning, middle, or end; and how is the viewer challenged to see the point of people balancing, lifting, falling, and rolling? How do community-based per-

formances constitute a distinct sociopolitical theme in dance works? How do site-specific works illuminate the thematic content of a work and various spaces for the viewer? How do choreographers utilize technology, text, sets, and lighting in developing multidisciplinary performance art works? Lastly, and most importantly, how have millennial dance artists instigated new frames and viewing positions from which to understand how dance communicates; and how are they inspiring a new generation of self-and-socially conscious artists/activists who insist on speaking directly to their own generation?

Constance Valis Hill

Professor of Dance (at Hampshire College in the Five College Program)

English

Fall 2013

Hampshire: HACU 127T

Scenes, Subcultures, Movement

What makes a particular place and time conducive to an artistic movement? How do people come together to form a scene? How do subcultures react and respond to the mainstream? What are the political and social forces that create literary, music, painting, film, dance, and other artistic communities? In the course, we will explore the work and history of a selection of artistic movements, which may include Bloomsbury, Dada, Surrealism, Harlem Renaissance, French New Wave, the Black Arts Movement, NY and UK punk, old-school hip-hop, and Dogme 95. We will examine how the avant-garde gains aesthetic and political influence and may eventually become mainstream. Our goal will be to see how different artists and works interact and to assess these movements critically in our writing. Each student will develop an independent project over the semester on a chosen scene that will culminate in a final presentation and paper.

Scott Branson

Five College Visiting Assistant Professor of English and Comparative Literature

Hampshire: HACU 236

Intro to Literary Theory

You know those theorists whose names you hear dropped in every lit class you take? It's

finally time to read some them. In this course, we will gain a familiarity with some of the key contributors to literary theory in conjunction with a selection of literary texts. Maurice Blanchot writes, “literature begins the moment when literature becomes a question.” From the structuralist focus on language beginning with Saussure and the Russian formalists at the start of the century to the politicization of literary studies after 1968 with third-wave feminism, post-colonialism, and Marxism, the role of literature in contemporary society has been questioned and altered. We will ask how literary theory opens the possibilities of what literature can do in the world as well as how it limits its chances. This course will give you a working knowledge of the various specialized discourses associated with different methodologies of twentieth- and twenty-first-century literary theory. No background in literary theory is necessary. Theorists may include Saussure, Shklovsky, Heidegger, Benjamin, Adorno, Barthes, Blanchot, Althusser, Lacan, Foucault, Derrida, Deleuze, Irigaray, Cixous, Spivak, Bhabha, Gates.

Scott Branson

Five College Visiting Assistant Professor of English and Comparative Literature

UMass: English 221

Shakespeare Lecture

This course offers a broad survey of Shakespeare’s dramatic works, including a sampling of comedies, tragedies, histories, and romances. We’ll unlock the mysteries of Shakespeare’s plays by focusing on the complex 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. Attendance at lecture and consistent participation in discussion sections required. Writ-

ten work includes two essays, weekly postings, a midterm, and a final exam. Plays will likely include *Merchant of Venice*, *Henry V*, *Twelfth Night*, *Hamlet*, *Othello*, *Measure for Measure*, *Macbeth*, *Pericles*, and *The Tempest*.

Jane Degenhardt

Associate Professor of English (at the University of Massachusetts in the Five College Program)

UMass: English 891-AN

Renaissance Drama and the World Stage: Postcoloniality, Transnationalism, Globalization

This course puts plays by Shakespeare and his contemporaries in conversation with canonical and emerging theoretical frameworks in the fields of postcolonial, transnational, and global studies. How did the early modern theater—a pervasive medium of commercial, popular entertainment—negotiate England’s history of imperial subjugation as well as its nascent imperial aspirations? What was the public theater’s role in imagining and influencing the meanings of “nation,” “empire,” and the “global”? How do England’s early ventures in cross-cultural trade and colonial settlement fit into larger narratives of capitalist and imperial development? We will study such plays as Christopher Marlowe’s *The Jew of Malta*, Thomas Heywood’s *Fair Maid of the West*, John Fletcher’s *The Island Princess*, and Shakespeare’s *Merchant of Venice* and *The Tempest*. We will also place these primary texts in conversation with theoretical writings by Frantz Fanon, Benedict Anderson, Gayatri Spivak, Ania Loomba, Mark Netzloff, David Baker, David Armitage, Laura Doyle, and others, as well as with Renaissance travel narratives and other (short) non-dramatic primary texts.

Jane Degenhardt

Associate Professor of English (at the University of Massachusetts in the Five College Program)

Spring 2014

Hampshire: HACU 149

Self-made Men: Masculinity and the Great American Novel

The history of the novel in America has always been intertwined with the production of an image of the American man. From Hawthorne’s attempt to best the “mobs of scribbling women” to the idealized loner

cowboy, from the hard-boiled journalistic prose of Hemingway to the maximalist and misogynist rantings of Roth, we might say that the epitome of the American self-made man is the novelistic protagonist. In this course, we will combine literary study and gender theory to begin to examine the myth of the American man, considering both how it is constructed and undermined in American literature. We will pay particular attention to the function of sexual and racial difference—and its erasure—in the idealization of the male protagonist (and author). Readings will draw from a range of texts from the nineteenth-century to the present, including short stories and novels by Melville, Hemingway, Chandler, Wright, O'Connor, Baldwin, Roth, Diaz and Wallace.

Scott Branson

Five College Visiting Assistant Professor of English and Comparative Literature

Hampshire: HACU 2XX

Communication Breakdown: Knowing Others in Fiction

Can we ever really know another person? The problem of other minds has long been a philosophical question, but how does it motivate literary texts? In the history of the novel, questions about the relation between self and other are not merely a thematic concern, but also an impetus for formal innovation in narrative style. The novel presents us with the apparent possibility of getting into other minds and other lives. But how can a writer purport to tell stories of other people, even fictional ones? It is a truism that narratives create bridges over differences like class, race, and gender. Rather than take that at face value, we will interrogate the creation of differences, the failures of communication, the impossibility of transparency. We will look at differences in points of view, from impersonal to personal narrators, from objectivity to unreliability, and ask if the novel, as a way of knowing, can really provide an escape from the burdens of the self and present us with even a glimpse of the other. Readings may include fictional texts by Rilke, Woolf, Nabokov, Duras, and Delany, as well as philosophical readings by Russell, Heidegger, Buber, Levinas, and Said, among others.

Scott Branson

Five College Visiting Assistant Professor of English and Comparative Literature

Hampshire: HACU 295

Religion, Magic, and the Shakespearean Stage

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 include *The Winter's Tale*, *Macbeth*, *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 201

Early British Literature and Culture

English majors only. This course will survey the work of influential British writers from the Middle Ages, the Renaissance, and the early Restoration period. We will examine issues of form, genre, and theme, as well as placing these texts in their social and historical contexts. Authors will include Geoffrey Chaucer, Chretien de Troyes, Edmund Spenser, William Shakespeare, and Aphra Behn, among others. We will focus in particular on how these writers represent sex and violence and the cultural contexts that shaped the meaning of these representations at different points in history. Why do so many texts from this period depict sex and violence together? Is violence an intrinsic part of sex, and is it always antithetical to "moral" sex? What makes the effect funny,

exciting, scary, or misogynistic? Course work will include in-class quizzes, two essays, a midterm and a final exam, and a brief class presentation.

Jane Degenhardt

Associate Professor of English (at the University of Massachusetts in the Five College Program)

Film/Video

Fall 2013

Amherst: ENG 287/FAMS 228

Introduction to Super 8 Filmmaking 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, sound recording and stop motion animation. Students will learn to think about and look critically at the moving and still image. Students will complete three moving image projects, including one Super 8 film, one video project and one final 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 Ximena Cuevas, Jennifer Reeves, Eija-Liisa Ahtila, Jean Vigo, Dziga Vertov, Martha Colburn, Jean-Pierre Gorin, Ousmane Sembene and Johanna Vaude.

Baba Hillman

Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

Hampshire: HACU 292

Writing for Film: Text and Image in Transnational Cinema

This production/theory class will introduce students to scripts and texts by independent filmmakers and installation artists who are questioning what it means to work in a transnational context and to negotiate conflicts between notions of the local and the global, notions of national identity and the postnational. These filmmakers are working in hybrid combinations of essayistic, poetic, fictional and non-fictional forms. Many of them work in a context of multiple languages

and seek to express the rupture of cultural displacement, and the ways in which it impacts questions of representation. We will study works by filmmakers and installation artists including Pedro Costa, Anri Sala, Mona Hatoum, Yamina Benguigui, John Akomfrah, and Ousmane Sembene. The course will include workshops in writing voice-over, dialogue and visual text for the screen as well as workshops in editing image to text. Students will write and shoot two short projects and one longer project in film or video.

Baba Hillman

Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

Mount Holyoke: Film Studies 210

Beginning Video Production: Eye to Ear

What is the relationship between image and sound in video? How does listening affect what we see and imagine? This class will provide a foundation in technical and conceptual skills for making short videos. We will study the aesthetics and mechanics of shooting digital video, recording and mixing sound, and editing with Final Cut Pro. Sonic expression will play a leading role in our exploration of video production and interpretation in narrative, documentary and experimental works. Course work includes individual and group production projects, weekly screenings, readings, and several short writing assignments. Students will complete three short videos and a final project.

Prerequisites: Film Studies 201 and application, available through Film Studies website.

E. E. Miller

Visiting Lecturer in Film Studies

UMass: COMM 397CC

Advanced Production Workshop

This course will introduce students to a wide range of narrative, experimental and documentary strategies. Students will gain experience in basic production techniques and will learn to think about and look.

Course requirements include the completion of three video production assignments and one longer final project. The course will

include workshops in lighting, final cut pro, and sound recording and mixing.

E. E. Miller

Visiting Lecturer in Film Studies

Spring 2014

Amherst: ENGL 489/FAMS 489

Paris and the Banlieues: The City and Cinematography in French and Francophone Cinema

This advanced film production/theory course will address changing cinematic representations of the city of Paris in relation to the body of the performer. The course will include workshops in cinematography, lighting, editing and sound recording. We will consider shifting representations of the city and the body of the performer in the films of Feuillade, Vigo, Rivette, Prévert, Denis, Ben-guigui and Kechiche. We will analyze performances of identities, emphasizing the body as the primary site of a daily negotiation of language and space. Students will be encouraged to question how performative languages of movement and speech, in relation to architecture and geography, function as aesthetic systems that reflect the ways in which the body is coded. The course will include a study of articles from *Présence*

Africaine, *Trafic*, *Cahiers du Cinéma*, and *Bref*, as well as works by Petrine Archer-Straw, Carrie Tarr, and Nicole Brenez. Students will complete two film or video projects.

Baba Hillman

Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

Hampshire: HACU 287

Directing and Performance for Film, Video, and Installation

This is an advanced production/theory course for video and film students interested in developing and strengthening the element of performance in their work. How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities, in a context specific to film and videomakers. The class will emphasize

the development of individual approaches to relationships between performance, text, sound and image. We will discuss visual and verbal gesture, dialogue and voice-over, variations of approach with actors and non-actors, 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, Andrei Tarkovsky, Nagisa Oshima, Wong Kar Wai, Marina Abramovic and the Wooster Group among others. Students will complete three projects.

Baba Hillman

Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

Mount Holyoke: Film Studies 310

Advanced Video Production: Documentary Workshop

In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short documentary project, ten 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 both in their content and in their form. Come with your idea; we will hit the ground running with proposed writing the first week.

Prerequisite: Beginning Video Production. Application and permission of the instructor required.

Bernadine Mellis

Lecturer in Film Studies (at Mount Holyoke College in the Five College Program)

Smith: Film Studies 280

Introduction to Video Production: First Person Documentary

This course provides a foundation in the principles, techniques, and equipment involved in making short videos. In it, students will make short documentary films from the first-person point of view. We will use our own stories as material, but we will look be-

yond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental, or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects.

Prerequisite: Introduction to Film Studies. Application and permission of instructor required.
Bernadine Mellis

Lecturer in Film Studies (at Mount Holyoke College in the Five College Program)

Geosciences

Fall 2013

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), Pinitubo (Philippines) and Kilauea (Hawaii).

J. Michael Rhodes

Professor of Geochemistry (at the University of Massachusetts in the Five College Program)

Spring 2014

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 2013

Mount Holyoke: History 301

Colloquium: The Middle East and WWI

This course examines the Middle East within the context of the First World War. This relatively understudied yet historically pivotal moment cemented new imaginings of both nation and state, with consequences for population movements, changing political compasses, personal identities, and new social, cultural, economic, and religious formulations. Topics covered democratic and social movements; the impact of war, famine, and genocide; the nuances of anti-colonialism; the rise of Arab nationalism, Zionism, and other nationalisms; Islamic movements; and the seeds of labor, communist, and women's movements. We will read relevant historiography and also do close investigations of relevant primary sources. Instructor permission required.

Nadya Sbaiti

Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)

Smith: History 208

Making of the Modern Middle East

This course is designed as an introduction to the modern history of the Middle East with a focus on the eighteenth century to the present. The main political, economic, social, and cultural institutions and forces that have

most profoundly affected events in the region. Identifying how specific events and long-term processes have informed social and political realities in the Middle East. Focus on significant developments and movements, including Ottoman reform; the emergence of Arab nationalism and the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; regional conflicts; Zionism; Islamism, and social and cultural changes.

Nadya Sbaiti

Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)

Spring 2014

Mount Holyoke: History 111
Making of the Modern Middle East

See Smith: History 208 above.

Smith: History 209

Aspects of Middle Eastern History: Women and Gender in the Middle East

Development of discourses on gender as well as lived experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce, and reproduction; women's political and economic participation; masculinity; sexuality; impact of Islamist movements. Provides introduction to main themes, and nuanced historical understanding of approaches to the study of gender in the region.

Nadya Sbaiti

Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)

International Relations

Fall 2013

Hampshire: CSI 149T

Hot War: The Impact of Climate Change on International Peace and Security

We are becoming increasingly aware of the likely environmental effects of climate change: rising sea levels, more frequent and more severe storms, prolonged heat spells and droughts, and so on. Less is known, however, about the social and political implications of climate change. Yet these impacts—flooded communities, dessicated

croplands, species loss, and others—are the ones most likely to affect human life and social cohesion. This course will consider the likely impacts of climate change on human communities, including the potential for mass migrations, state collapse, resource wars, and ethnic strife. Each student will be expected to study a particular aspect of these effects and explore what can be done to reduce its most severe human impacts.

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

Professor of International Relations (at Mount Holyoke College in the Five College Program)

Mount Holyoke: International Relations 263
U.S.-China Geopolitics

An examination of areas of discord in U.S.-China relations, particularly those touching on security matters. Will consider such issues as Taiwan, nuclear proliferation, North Korea, East and South China Seas, China-Russia relations, and U.S.-China energy competition.

Michael T. Klare

Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)

Smith: Government 341**Seminar in International Politics: U.S. Foreign Policy, Human Rights, and Democracy**

Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of—and compliance with— international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.

Jon Western

Professor of International Relations (at Mount Holyoke College in the Five College Program)

Spring 2014

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, the environment and so on. 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 337**International Human Rights Advocacy**

This course examines how and why international human rights norms, laws and institutions have emerged and how they are influencing global politics. We will examine closely the practices and influences of human rights advocacy organizations and the major international human rights political and judicial institutions. Studies will be introduced to legal and political theories, advocacy strategies, and media technologies as well as a broad range of analytical approaches to evaluating advocacy campaigns. This class is linked (we share several class sessions and a final project) with Spanish 340: The Other in the Media: New Media and Otherness in the Americas.

Jon Western

Professor of International Relations (at Mount Holyoke College in the Five College Program)

Smith: Government 250**Case Studies in International Relations**

This course will assess stresses in the international system arising from global competition over vital and valuable resources, especially oil, water, food, gems, and minerals. The course will begin by considering the status of world resource supplies and the pressures that are contributing to increased resource competition, such as globalization, climate change, population growth, and the rise of new economic dynamos like China and India. It will then assess the potential for conflict arising from the combination of resource scarcity and intensified competition, as well as strategies for averting such conflict. 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)

Japanese

Fall 2013

Amherst: Japanese 301**Japanese Writing and Film**

This course will introduce different genres of writing: short novels, essays, newspaper and magazine articles, poems, expository prose,

scientific writings, and others. Various genres of films will also be introduced.

Development of higher speaking and writing proficiency levels will be focused upon as well. The class will be conducted entirely in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Prerequisite: JAPA 202 or equivalent.

Fumiko Brown

Five College Lecturer in Japanese

Mount Holyoke: Asian Studies 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.

Fumiko Brown

Five College Lecturer in Japanese

Spring 2014

Amherst: Japanese 302

Moving From "Learning to Read" to "Reading to Learn" in Japanese

This course will be a continuation of JAPA 301. Various genres of writing and film, of longer and increased difficulty levels, will be used to develop a high proficiency level of reading, writing, speaking, and listening throughout the semester. At this level, the students should gradually be moving from "learning to read" to "reading to learn." This important progression will be guided carefully by the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Prerequisite: JAPA 301 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.

Fumiko Brown

Five College Lecturer in Japanese

Judaic Studies

Fall 2013

Amherst: History 204

Jewish History in the Modern Age

This course introduces students to the history of the Jews from the sixteenth century to the present. Jews—a small group, lacking a stable geographical or political center for most of modern history—have played a remarkably central role in world events. Jewish history exemplifies questions of tolerance, intolerance, and diversity in the Modern Age. From Europe to the Americas to the Middle East, Jewish history has witnessed constant interchange between the non-Jewish world and its Jewish subcultures. This course investigates Jewish history's multiple dimensions: developments in Jews' political status and economic opportunity; dramatic demographic shifts and global migrations; transformations in Jewish cultures, ideologies and identities; and religious adjustments to modernity. We examine a variety of Jewish encounters with the modern world: integration, acculturation, assimilation, anti-Semitism, Jewish dissimulation and nationalism. Finally, the course will use this broad historical lens to explore and contextualize the double watershed of the 1940s—the Holocaust and the establishment of the State of Israel—as well as contemporary Jewish life. Two class meetings per week.

Adi Gordon

*Five College Visiting Assistant Professor of
Judaic Studies*

Korean

Fall 2013

Mount Holyoke: Asian Studies 160f

First Year Korean I

Beginning Korean I is the first half of a two-semester introductory course in spoken and written Korean for students who do not have any previous knowledge of Korean. This course is designed to improve students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include oral dialogue journals (ODJ), expanding knowledge of vocabulary, conversation in authentic contexts, in-depth study of grammar, listening comprehension, pronunciation practice, mini-presentations, Korean film reviews, and Korean filmmaking.

Chan Young Park

Five College Lecturer in Korean

Mount Holyoke: Asian Studies 262f

Second Year Korean I

Intermediate Korean I is the first half of a two-semester intermediate course in spoken and written Korean for students who already have a basic knowledge of Korean. This course is designed to reinforce and increase students' facility with Korean in the four language areas: speaking, listening, reading and writing. Students are encouraged to expand their knowledge and take confidence-inspiring risks through activities such as the followings: expanding knowledge of vocabulary, role play in authentic contexts, in-depth study of grammar, students mini-presentations, various types of writing, Korean film reviews, skits and Korean film making.

Suk Massey

Five College Lecturer in Korean

Smith: Korean 101

Korean I

See Mount Holyoke: Asian Studies 160f above.

Suk Massey

Five College Lecturer in Korean

Smith: Korean 201

Korean II

See Mount Holyoke: Asian Studies 262f above.

Suk Massey

Five College Lecturer in Korean

UMass: Asian 197B

Beginning Korean I

See Mount Holyoke: Asian Studies 160f above.

Chan Young Park

Five College Lecturer in Korean

UMass: Asian 297B

Intermediate Korean I

See Mount Holyoke: Asian Studies 262f above.

Chan Young Park

Five College Lecturer in Korean

Spring 2014

Mount Holyoke: Korean 161s

First Year Korean II

Beginning Korean II is the second half of a two-semester introductory course in spoken and written Korean for students who have some previous knowledge of Korean. This course is designed to improve students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include vocabulary-building exercises, conversation in authentic contexts, in-depth study of grammar, listening comprehension and pronunciation practice, mini-presentations, Korean film reviews, and Korean filmmaking.

Chan Young Park

Five College Lecturer in Korean

Smith: Korean 102

Beginning Korean II

See Mount Holyoke: Asian Studies 161s above.

Suk Massey

Five College Lecturer in Korean

Smith: Korean 202

Intermediate Korean II

Intermediate Korean II is the second part of a one-year intensive course for students who have already completed the intermediate-level Korean course, Intermediate Korean I, or who have the equivalent language competence in Korean. Designed for students seeking to become bilingual (or multilingual), this course provides numerous and varied opportunities to develop and practice speak-

ing, listening, reading and writing skills. Activities include expanding vocabulary, conversing in authentic contexts (conversation cafe), studying grammar intensively, reading stories and news articles, reviewing Korean films and Korean filmmaking.

Suk Massey

Five College Lecturer in Korean

UMass: Asian 197C

Beginning Korean II

See Mount Holyoke: Asian Studies 161s above.

Chan Young Park

Five College Lecturer in Korean

Music

Fall 2013

Hampshire: HACU 258

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*, *chimurenga* and *Afro-beat* will be studied to assess the significance of popular music as a creative response to social and political developments in colonial and postcolonial Africa. The course also discusses the growth of hip-hop music in selected countries by exploring how indigenous cultural tropes have provided the basis for its local appropriation. Themes explored in this course include: the use of music in the construction of identity; popular music, politics and resistance; the interaction of local and global elements; and the political significance of musical nostalgia.

Bode Omojola

Associate Professor of Music (at Mount Holyoke College in the Five College Program)

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

Associate Professor of Music (at Mount Holyoke College in the Five College Program)

Spring 2014

Mount Holyoke: Music XXX

TBA

Bode Omojola

Associate Professor of Music (at Mount Holyoke College in the Five College Program)

Smith: Music 220

African Popular Music

See Hampshire: HACU 258 above.

Physics

Fall 2013

UMass Physics 381

Writing in Physics

All scientists need to learn how to read research articles and to write clearly, but there are styles and techniques of writing that are peculiar to physics. Forms to be covered include the parts of a research article, especially abstract and figure captions; posters; research proposals; application for jobs, grad school, or fellowships (includes résumé and cover letter). Learning to read a scientific paper critically, which can require overcoming fear of what you don't know, is part of the course. Yes, writing is hard work. The happy truth is that writing can be deeply satisfying hard work. Crafting a good sentence can bring pleasure. Best of all, writing is a type of late-stage process that clarifies your own thinking.

Courtney Lannert

Associate Professor of Physics (at Smith College [home campus] and the University in the Five College Program)

UMass: Natural Sciences 499E/F**Integrative Scientific Research (iCons4)**

Students in iCons 4 will engage in authentic scientific research in UMass Amherst faculty research laboratories. UMass Amherst offers a rich portfolio of world-class research opportunities in the fields of renewable energy and biomedicine, the two available concentration areas in the iCons Program. Each iCons 4 student will join a laboratory and develop a capstone research project that identifies and fills a scientific knowledge gap in their chosen theme area. The project must be interdisciplinary and integrative—crossing disciplinary boundaries, and building upon previous learning—to create new knowledge in the theme area. iCons 4 students will deepen the integrative nature of their learning through reflective portfolio development. iCons 4 concludes with the Senior Expo, a research symposium open to all members of the University and the general public.

Courtney Lannert

Associate Professor of Physics (at Smith College [home campus] and the University in the Five College Program)

Spring 2014

Smith: Physics 118**Introductory Physics II**

Simple harmonic motion, fluids, electricity and magnetism. Lab experiments are integrated with lectures, discussions, and problem solving activities. Three extended-length classes/week plus a discussion section. This course satisfies medical school and engineering requirements for an introductory physics II course with labs.

Prerequisite: 117 or permission of instructor.

Courtney Lannert

Associate Professor of Physics (at Smith College [home campus] and the University in the Five College Program)

Russian, East European, Eurasian Studies

Fall 2013

Amherst: History 232/EUST 242**European Intellectual History in the Twentieth Century**

This class will explore European intellectual history in the twentieth century, focusing on the important trends such as psychoanalysis, phenomenology, structuralism, and post-modernism. While studying thinkers such as Freud, Lacan, Heidegger or Levi-Strauss, we will pay special attention to how world-historical events shaped their thought. How did European intellectuals react to World War I, Communism, Nazism, or de-colonization? How did they imagine a way out of totalitarianism and the assured mutual destruction of the Cold War? How did abstract ideas about the individual, freedom, or beauty develop in response to the historical circumstances in which they were forged? Finally, the class will draw on local archival sources to highlight the thought of several influential European intellectuals who found refuge in the Five Colleges.

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.

Evgeny Dengub

Five College Lecturer in Russian

Mount Holyoke: Russian and Eurasian Studies 251f**Advanced Studies in Russian**

This course aims at expansion of students' vocabulary and improvement of both writing and speaking skills. It is intended for students who have completed at least four semesters of Russian or the equivalent. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions.

We will read and discuss a variety of texts including short stories, films, and articles.

Prerequisite: Russian and Eurasian Studies 202
Evgeny Dengub
Five College Lecturer in Russian

Smith: History 241

Soviet Union in the Cold War

Much of the second half of the twentieth century passed in the shadow of the Cold War. Although we hear a lot about the Cuban missile crisis or the blockade of West Berlin, we rarely get a chance to learn about what was happening in the U.S.'s main adversary in the Cold War, the Union of Soviet Socialist Republics. This class will focus on the history of the Soviet Union during the "greater cold War," that is, between WWII and the disintegration of the USSR. While we will touch on foreign policy developments, our main focus will be on social, political and economic processes and cultural developments inside the USSR itself. To explore Soviet history in the second half of the twentieth century, we will use historical works and a range of primary sources. Among the topics considered will be postwar reconstruction, rise of the military-industrial complex, education, popular culture, and dissent.

Sergey Glebov

Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)

UMass: Russian 110

Elementary Russian I

See Amherst: Russian 101 above.

Spring 2013

Amherst: Russian 102

First Year Russian II

Continuation of RUSS 101. Prerequisite: RUSS 101 or equivalent.

Evgeny Dengub

Five College Lecturer of Russian

Amherst: History 235/EUST 245

Stalin and Stalinism

Joseph Stalin, the infamous Soviet dictator, created a particular type of society in the aftermath of the Russian Revolution. Stalinism became a phenomenon that influenced the development of the former Soviet Union, Eastern Europe, China, and North Korea. The

course will begin with the exploration of Stalin's own life, and then focus on what historical forces enabled the emergence of Stalinism. The course will cover the period on the eve of and during the Russian Revolution, Stalinist transformation of the USSR in the 1930s, WWII, and the onset of the Cold War. Among issues to be explored are the extent of popular support for Stalinist type regimes, the mechanisms of large scale political terror, the longevity of Stalinist regimes, and historical memory about Stalinism.

Sergey Glebov

Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)

Smith: History 239

Imperial Russia, 1650-1917

The emergence, expansion, and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), 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)

UMass: Russian 110

First Year Russian II

Continuation of RUSS 110.

Prerequisite: Russian 101 or equivalent.

Evgeny Dengub

Five College Lecturer in Russian

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

²Sarah W. Adelman
Assistant Professor of Economics
 Ph.D., M.S., University of Maryland; B.A., Stanford University

Katherine Aidala
Associate Professor of Physics
 Ph.D., M.A., Harvard University; B.S., Yale University

Dean Albarelli
Visiting Associate Professor of English
 M.F.A., University of Virginia; B.A., University of Vermont

Patricia J. Albright
Archives Librarian, Level III (P)
 M.A., Brown University; M.L.S., Wayne State University; B.A., Oakland University

Nigel Alderman
Associate 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

²Douglas J. Amy
Professor of Politics
 Ph.D., University of Massachusetts; M.A., B.A., University of Washington

Jason Andras
Visiting Assistant Professor of Biological Sciences
 Ph.D., Cornell University; B.S., Pennsylvania State University

Christopher Andrews
Visiting Assistant Professor in Computer Science
 Ph.D., Virginia Polytechnic Institute and State University; M.S., Carnegie Mellon University; B.A., Wesleyan University

Alessandro Angelini
Visiting Assistant Professor of Anthropology
 A.B.D., City University of New York; M.S., London School of Economics and Political Science; B.A., Wesleyan University

Heba Arafah
Five College Lecturer in Arabic
 M.A., B.A., Jordan University of Science and Technology

²Alexi 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

Roger Babb
Professor of Theatre Arts
 Ph.D., City University of New York; B.A., Empire State University

Elif Babul
Assistant Professor of Sociology and Anthropology
 Ph.D., Stanford University; M.A., Boğaziçi University; B.A., University of Ankara

Sarah J. Bacon
Associate Professor of Biological Sciences
 Ph.D., University of Chicago; A.B., Mount Holyoke College

Katherine A. Ballantine
Assistant Professor of Environmental Studies
Ph.D., M.S., Cornell University; B.S., Smith College

Lisa A. Ballesteros
Associate Professor of Computer Science
Ph.D., M.S., University of Massachusetts; B.S., Union College

¹Patricia Ann Banks
Associate 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

³Debbora Battaglia
Professor of Anthropology
Ph.D., M.Lit., Cambridge University; B.A., University of California, Santa Barbara

¹Christopher Benfey
Andrew W. Mellon Professor of English
Ph.D., Harvard University; A.B., Guilford 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

Wendy Bergoffen
Visiting Assistant Professor of English
Ph.D., University of Massachusetts; M.A., Florida State University; A.B., University of Georgia

Jennifer Biermann
Visiting Assistant Professor of Mathematics and Statistics
Ph.D., Cornell University; B.A., Lawrence University

Katherine Binder
Professor of Psychology
Ph.D., M.A., University of South Carolina; B.A., Southern Illinois University

Erika Blackburn
Mount Holyoke Fellow; Visiting Assistant Professor of Psychology and Education
A.B.D., M.A., Cornell University; B.A., Bowdoin College

Robin Blaetz
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
Director of Community Engagement in the Weissman Center; Adjunct Lecturer in Psychology and Education
Ph.D., University of Massachusetts; M.Phil., University of Bradford; B.A., Bucknell University

Paul Bowen
Visiting Artist in Art and Art History
M.F.A., Hoffberger School of Painting

Lee Bowie
Professor of Philosophy
Ph.D., Stanford University; B.A., Yale University

Mara E. Breen
Assistant Professor of Psychology and Education
Ph.D., Massachusetts Institute of Technology; B.A., Hampshire College

²Renae J. Brodie
Associate Professor of Biological Sciences
Ph.D., University of Washington; B.A., University of California, Santa Barbara

Sheila Ewing Browne
Bertha Phillips Rodger Professor of Chemistry
Ph.D., University of California, Berkeley; B.S., University of Tennessee

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

Amy Hitchcock Camp

Assistant Professor of Biological Sciences

Ph.D., Harvard University; A.B., Princeton
University

Joanna Caravita

Lecturer in Jewish Studies

Ph.D., M.A., University of Texas, Austin; B.A.,
Vanderbilt University

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

Noah D. Charney

*Visiting Assistant Professor of Biological
Sciences*

Ph.D., University of Massachusetts, Amherst;
M.A., Amherst College

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 on the Ford Foundation

Ph.D., University of Massachusetts; M.A.,
B.A., University of Wisconsin, Madison

James Coleman

Professor of Dance

M.F.A., University of Utah; B.A., University
of California, Santa Cruz

Ken Colodner

Visiting Assistant Professor of Neuroscience

Ph.D., Harvard University; B.A.,
Northwestern University

Faith R. Conant

*Five College Instructor in Music; Director of
West African Music Ensemble*

M.A., Tufts University; B.A., Wesleyan
University

Matthew R. Cornish

Visiting Instructor in Theatre Arts

D.F.A., M.F.A., Yale University; B.A.,
University of Denver

¹Catherine 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

Nicole Gilbert Cote

Visiting Instructor of Psychology

A.M., Mount Holyoke College; M.S.,
University of Massachusetts, Amherst; A.B.,
Mount Holyoke College

W. Donald Cotter

Associate Professor of Chemistry

Ph.D., California Institute of Technology;
B.A., Grinnell College

Chiyo Crawford

*Visiting Assistant Professor of Environmental
Studies*

A.B.D., M.A., Tufts University; B.A.,
University of Washington

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

²Jane Crosthwaite
Professor of Religion

Ph.D., A.M., Duke University; A.B., Wake Forest University

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

Public Speaking Faculty for Capstone

Initiatives in the Weissman Center; Visiting Instructor in Theatre Arts

C.G. Drama Studio of London; A.B., Mount Holyoke College

¹Kavita Saraswathi Datla

Associate 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

³Michael T. Davis

Professor of Art

Ph.D., A.M., A.B., University of Michigan

Iyko 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

Christine DeLucia

Assistant Professor of History

Ph.D., M.P., M.A., Yale University; M.Lit., University of St. Andrews; A.B., Harvard University

Corinne M. Demas

Professor of English

Ph.D., M.Phil., A.M., Columbia University; A.B., Tufts University

³Francine M. Deutsch

Professor of Psychology and Education

Ph.D., Columbia University; A.B., Carnegie-Mellon University

Ranjanaa Devi

Visiting Artist in Dance

M.A., B.A., University of Delhi

Micaela Jamaica Diaz-Sanchez

Assistant Professor of Latina/o Studies

Ph.D., Stanford University; B.A., Dartmouth College

²Paul A. Dobosh

Professor of Computer Science

Ph.D., M.S., B.S., Carnegie-Mellon University

Nicole Doerr

Assistant Professor of International Relations

Ph.D., European University Institute; M.A., Institut D'Études Politiques, Paris

²Amber N. Douglas

Associate Professor of Psychology and Education and Gender Studies

Ph.D., M.A., University of Connecticut; B.A., Barnard College

²Steven 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

¹M. Darby Dyar

Kennedy-Schellkunoff Professor of Astronomy
Ph.D., Massachusetts Institute of Technology; A.B., Wellesley College

Robert Eisenstein

Director, Five College Early Music Program; Senior Lecturer in Music
M.F.A., Sarah Lawrence College; B.A., Antioch College

Miriam W. Esber

Lecturer in Physical Education and Athletics
M.S., Ithaca College; B.A., College of Wooster

Jodie P. Falk

Five College Visiting Lecturer in Dance; Coordinator of Community Outreach and Dance in Education
Ph.D., M.F.A., Temple University; B.A., Brown University

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

Five College Fellow; 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 Leiwant 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

Charles Flachs

Professor of Dance
M.A., University of Cincinnati; B.A., West Chester State University

Rose Marie Flachs

Professor of Dance

Nikki Floyd

Visiting Assistant Professor of Asian Studies
Ph.D., Yale University; M.A., University of Massachusetts, Amherst; B.A., The Ohio University

Michael Flynn

Director of Mathematics Leadership Program; Visiting Instructor in Psychology and Education
M.Ed., Lesley University; B.S., Westfield State University

Jessica E. Ford

Guest Artist in Theatre Arts
M.F.A., Yale University; B.A., Towson University

Elodie Fourquet

Visiting Assistant Professor of Computer Science
A.B.D., M.Math., University of Waterloo, Canada; B.S., Bishop's University, Canada

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-Amherst; M.Ed., Boston College; B.A., Universidad Autonoma de Guadalajara

Terese Freedman
Professor of Dance
B.A., University of Colorado

Sarah C. Frenette
Five College Coordinator, Teacher Licensure
M.Ed, A.B., Smith College

Jeanne Friedman
Senior Lecturer in Physical Education and Athletics
M.S., University of Washington; B.S., Boston University

Satyananda 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

David Gardner
Dean of Pre-Health Programs; Lecturer in Biological Sciences
Ph.D., Duke University; B.S., Trinity College

Victoria Gardner
Visiting Assistant Professor of Religion
Ph.D., M.A., M.A., University of Michigan,
Ann Arbor; B.A., Temple University

Elissa D. Gelfand
Dorothy Rooke McCulloch Professor of French
Ph.D., A.M., Brown University; A.B., Barnard College

Janice Anne Gifford
Associate Dean of Faculty; Science Center Director; 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

²Gary B. Gillis
Professor of Biological Sciences
Ph.D., University of California, Irvine; B.S., Pacific Lutheran University

Sean J. Gilsdorf
Visiting Assistant Professor of History
Ph.D., University of Chicago; M.A., University of Toronto; B.A., University of Colorado-Boulder

⁴Amanda Kay Gilvin
Five College Mellon Fellow; Visiting Assistant Professor of Art and Art History
Ph.D., M.P.S., M.A., Cornell University; B.A., Kenyon College

Tatiana Ginsberg
Visiting Artist in Art and Art History
M.F.A., University of California, Santa Barbara; B.A., Saint Lawrence College

²Leah Glasser
Associate Dean of Studies and Dean of the Senior Class; Lecturer in English
Ph.D., Brown University; M.A., B.A., State University of New York

¹Maria 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

Rachel Goren
Visiting Assistant Professor of Psychology
Psy. D., Antioch University; M.P.H. University of Massachusetts, Amherst; B.A., Brandeis University

⁵Ellen Gough
Visiting Instructor in Asian Studies
Ph.D., Yale University; M.A., University of London; B.A., University of Wisconsin, Madison

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

Adrianne Greenbaum

Professor of Music

M.M., Yale School of Music; B.M., Oberlin College

Amy W. Grillo

Visiting Assistant Professor of Psychology and Education

Ed.D., Ed.M., Harvard University; BA., Brown University

James Grogan

Visiting Assistant Professor of Biological Sciences

Lowell Gudmundson

Professor of Latin American Studies and History

Ph.D., University of Minnesota; M.A., Stanford University; B.A., Macalester College

Christian Gundermann

Associate Professor of Spanish and Gender Studies

Ph.D., Rutgers University; Ph.D., Cornell University; B.A., Friedrich-Alexander Universitat Erlangen

Rie Hachiyanaagi

Professor of Art

M.F.A., University of California, Santa Barbara; B.F.A., University of Iowa

Daniel Hagen

Visiting Instructor in Philosophy

A.B.D., Massachusetts Institute of Technology; B.A., Reed College

²Darren 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

³Holly E. Hanson

Professor of History

Ph.D., M.A., University of Florida; B.A., University of Wisconsin, Madison

³James Harold

Associate Professor of Philosophy

Ph.D., University of Minnesota; B.A., Oberlin College

Kassandra Hartford

Visiting Lecturer in Music

A.B.D., M.A., Stony Brook University; A.B., Mount Holyoke College

James Hartley

Professor of Economics

Ph.D., M.A., B.A., University of California

¹Sohail Hashmi

Professor of International Relations on the Alumnae Foundation

Ph.D., A.M., Harvard University; M.A., Princeton University; A.B., Harvard University

Adrienne Hawkins

Visiting Artist in Dance

Susan C. Hawthorne

Visiting Assistant Professor of Philosophy

Ph.D., M.A., B.A., University of Minnesota

Katherine C. Haydon

Assistant Professor of Psychology and Education

Ph.D., University of Minnesota, Minneapolis; A.B. Mount Holyoke College

Chaia Heller

Visiting Assistant Professor of Gender Studies

Ph.D., University of Massachusetts; M.A., Antioch N. E. Graduate School; B.A., Grinnell College

David Manuel Hernandez

Assistant Professor of Spanish, Latina/o, and Latin American Studies

Ph.D., University of California, Berkeley; M.A., University of New Mexico; B.A., University of California, Santa Barbara

Eugene D. Hill

Professor of English

Ph.D., Princeton University; A.B., Columbia College

Anca Luca Holden

Visiting Assistant Professor of German Studies

Ph.D., M.A., University of Georgia; B.A., Covenant College

Nancy Holden-Avard

Senior Lecturer in French

Ph.D., M.A., University of Wisconsin,
Madison; A.B., Smith College

Karen Hollis

Professor of Psychology and Education

Ph.D., University of Minnesota; B.A.,
Slippery Rock State College

Martha F. Hoopes

Associate Professor of Biological Sciences

Ph.D., University of California, Davis; M.A.,
Williams College

³Gail 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

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

Peter T. Jones

Lecturer and Accompanist in Dance

B.A., University of Massachusetts

²Stephen F. Jones

Professor of Russian and Eurasian Studies

Ph.D., M.S., University of London; B.A.,
University of Essex

Bettina Judd

*Visiting Lecturer in Gender Studies and
Africana Studies*

M.A., University of Maryland-College Park;
B.A., Spelman College

Ipek Kaynar-Rohloff

Five College Mellon Fellow; Visiting Assistant

Professor of Art and Art History

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

Shahrukh R. Khan

Visiting Professor of Economics

Ph.D., University of Michigan, Ann Arbor;
M.A., Williams College; B.S. University of
London

Kavita Khory

Professor of Politics

Ph.D., M.A., University of Illinois; A.B.,
Mount Holyoke College

¹Ji Young Kim

*Assistant Professor of Mathematics and
Statistics*

Ph.D., M.S., M.S., University of Illinois; B.S.,
Korea University

Jeremy King

Professor of History

Ph.D., M.Phil., M.A., Columbia University;
B.A., Yale University

Jeffrey A. Knight

Professor of Biological Sciences

Ph.D., M.S., Ohio State University; B.A.,
Oberlin College

Keiko Konoeda

Visiting Lecturer in Asian Studies

M.A., University of Hawaii, Manoa

Hasan Kosebalaban

*Visiting Assistant Professor of International
Relations*

Ph.D., University of Utah, Salt Lake City;
M.A., International University of Japan; B.A.,
International Islamic University

Linda Laderach

Professor of Music

M.Mus., Ohio University; B.Mus., Indiana
University

Mark Landon

Visiting Assistant Professor of Classics
Ph.D., M.A., B.A., University of California,
Berkeley; M.A., B.A., University of
Cambridge

Andrew Lass

*Professor of Anthropology on the Ford
Foundation*

Ph.D., University of Massachusetts; M.A.,
Charles University, Czechoslovakia

¹Mark Lauer

Senior Lecturer in German Studies
Ph.D., Georgetown University; B.A.,
University of Trier, Germany

Bruce Laurie

Visiting Professor of History

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

*Idella Plimpton Kendall Professor of Art
History*

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

¹John W. Lemly

*Professor of English on the Alumnae
Foundation*

Ph.D., M.Phil., Yale University; A.B., Carleton
College

¹Barbara Lerner

Associate Professor of Computer Science
Ph.D., Carnegie-Mellon University; B.S.,
Moravian College

Stephanie Lin

*Five College Fellow; Visiting Lecturer in
Religion*

A.B.D., M.A., Columbia University; B.A.,
State University of New York, Albany

Jonathan N. Lipman

*Felicia Gressitt Bock Professor of Asian Studies
and Professor of History*

Ph.D., M.A., Stanford University; B.A.,
Harvard University

²Louise 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

Matisse Madden

Visiting Artist in Dance

M.F.A., University of Utah; B.A., Brigham
Young University

¹Jessica 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

Colin Mannex

Visiting Lecturer in Theatre Arts

D.F.A., M.F.A., Yale University; B.A., Kenyon
College

Nathan Margalit

Visiting Associate Professor of Art

M.F.A., Maryland Institute of College Art;
B.A., University of Cape Town

Nadia Margolis

Visiting Professor of French and Medieval Studies

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

Elizabeth K. Markovits

Associate Professor of Politics

Ph.D., M.A., University of North Carolina at Chapel Hill; B.A., Rhodes College

Amy E. Martin

Associate Professor of English

Ph.D., M.Phil., M.A., Columbia University; B.A., Sarah Lawrence College

Valerie Martin

Professor of English

M.F.A., University of Massachusetts; B.A., University of New Orleans

Frederick J. McGinness

Professor of History

Ph.D., M.A., University of California, Berkeley; B.A., University of Detroit

Matthew McKeever

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

Bernadine Mellis

Five College Lecturer of Film and Video Production

M.F.A., Temple University; A.B., Smith College

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

Ashley Ruth Miller

Assistant Professor of Economics

Ph.D., M.A., Princeton University; B.S., University of Chicago

E. E. Miller

Visiting Lecturer in Film Studies

M.F.A., Rensselaer Polytechnic Institute; M.A., Temple University; B.A., University of Wisconsin

Marion G. Miller

Professor of Art

M.F.A., Indiana University; B.A., Stanford University

Thomas L. Millette

Professor of Geography

Ph.D., A.M., Clark University; M.S., McGill University; B.A., University of Massachusetts

Noa Milman

Visiting Assistant Professor of Sociology

A.B.D., M.A., Boston College; B.A., Tel Aviv University

²Rogelio Miñana

Professor of Spanish

Ph.D., Penn State; M.A., University of Ottawa

¹Samuel Mitchell

Associate Professor of Philosophy

Ph.D., University of California, San Diego; M.A., University of Kansas; B.A., University of Stirling, Scotland

Richard Moran

Professor of Sociology

Ph.D., University of Pennsylvania; M.A., Northeastern University; B.A., University of Massachusetts

Erica Moretti

Lecturer in Classics and Italian

Ph.D., Brown University; B.A. University of Florence, B.A., Smith College

Lynda Morgan

Associate Professor of History

Ph.D., University of Virginia; M.A., B.S.,
Western Carolina University

¹Lynn M. Morgan

Mary E. Woolley Professor of Anthropology

Ph.D., M.A., University of California,
Berkeley; B.A., Columbia University

Dorothy 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

Susanne Mrozik

Associate Professor of Religion

Ph.D., Harvard University; M.T.S., Harvard
Divinity School; B.A., Wesleyan 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 and Lecturer in Music

M.M., Yale University; B.M., University of
Birmingham

Kathleen Egan Norton

*Director of Collection Development and Project
Planner; Librarian, Level IV*

M.L.S., Columbia University; A.B., Mount
Holyoke College

Olabode Festus Omojola

Five College Associate 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

Director of the Harriet L. and Paul M.

*Weissman Center for Leadership and the
Liberal Arts; 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

Gayle Pemberton

Visiting Professor of English

Ph.D., M.A., Harvard University; B.A.,
University of Michigan

Michael Penn

*William R. Kenan, Jr. 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

¹Indira V. Peterson

David B. Truman Professor of Asian Studies

Ph.D., A.M., Harvard University; B.A.,
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Ph.D., M.A., Washington University; B.A., State University of New York

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Ph.D., M.Phil., M.A., Yale University; B.A., Brown University

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Visiting Senior Lecturer in German Studies

Ph.D., M.A., University of Massachusetts, Amherst; B.A., Smith College

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E. Nevius Rodman Professor of History

Ph.D., M.A., University of Michigan; A.B., University of Florida

Peter J. Scotto

Professor of Russian

Ph.D., University of California, Berkeley; M.A., Columbia University; B.A., Columbia College

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Ph.D., M.Phil., Yale University; A.B., Harvard University

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Director of ESOL; Visiting Lecturer in English

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Ph.D., Georgia Institute of Technology; M.A., University of California, Berkeley; B.A., Amherst College

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Ph.D., A.M., Clark University; A.B., Johns Hopkins University

Carolyn Shread

Language Instructor in French

Ph.D., University of Massachusetts; M.A., Sussex University; B.A., Oxford University

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Associate Professor of Mathematics

Ph.D., M.S., University of Michigan; B.A., Scripps College

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Ph.D., M.F.A., University of Maryland; B.A., Columbia University

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Professor of Art

Ph.D., University of Pennsylvania; M.A., B.A., Maharaja Sayajirao University of Baroda, India

Preston H. Smith II

Professor of Politics

Ph.D., University of Massachusetts; B.A.,
Howard University

²Joseph Smith

Professor of Art

M.F.A., Rhode Island School of Design;
B.F.A., University of Louisville

Spencer Smith

Visiting Assistant Professor of Physics

Ph.D., Tufts University; B.A. Dartmouth
College

Gary Snyder

Visiting Assistant Professor of Chemistry

Ph.D., California Institute of Technology;
B.S., University of New Mexico

Michael D. Stage

*Director of the Observatory; Visiting Assistant
Professor of Astronomy*

Ph.D., Massachusetts Institute of Technology;
B.S., California Institute of Technology

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University of Massachusetts; B.A., University
of Michigan

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Professor of Music

D.M.A., M.M., B.M., Juilliard School of
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¹Amina M. Steinfels

Associate Professor of Religion

Ph.D., M.A., Yale University; B.A., Amherst
College

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¹Sarah Sutherland

Senior Lecturer in English

Ph.D., M.Phil., M.A., Columbia University;
B.A., Skidmore College

Morena Svaldi

Language Instructor in Italian

M.A., B.A., University of Padua

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Visiting Artist in Dance

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*Senior Lecturer in Physical Education and
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Australia

Daniel E. Trenner

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M.Ed., Lesley College; B.S., State University
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Ph.D., M.A., B.A., University of California,
Berkeley

Nicole C. Valet

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Ph.D., University of Massachusetts; M.A.,
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*Executive Director of Communications and
Marketing; Adjunct Lecturer in Theatre Arts*

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Assistant Professor of Chemistry

Ph.D., M.S., Cornell University; B.S., Purdue University, West Lafayette

³Donna Van Handle

Dean of International Students; Senior

Lecturer in German Studies

Ph.D., M.A., University of Massachusetts; A.B., Mount Holyoke College

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Assistant Professor of Philosophy

Ph.D., Massachusetts Institute of Technology; A.B., Mount Holyoke College

Weston Viles

Visiting Assistant Professor of Mathematics and Statistics

Ph.D., Boston University; M.A., B.S., University of Maine, Orono

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Visiting Artist in Dance

M.F.A., Smith College; B.A. Brandeis University

Ying Wang

Professor of Asian Studies

Ph.D., M.A., University of Toronto; M.Ed., University of South Carolina; B.A., Beijing Normal University

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Professor of Philosophy

Ph.D., University of Pittsburgh; M.A., Stanford University; B.A., Amherst College

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Director of the Language Resource Center; Adjunct Lecturer in English

M.A., University of Minnesota; B.A., Carleton College

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Ph.D., M.Phil., M.A., Columbia University; B.A., State University of New York

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Ph.D., M.S., Cornell University; B.S., Franklin W. Olin College of Engineering

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M.S., Smith College; B.S., State University of New York

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*Associate Dean of Studies and Dean of the
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 B.A., M.A., State University of New York at
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Class Advisor for Sophomores and Juniors
 B.S. University of Massachusetts, Amherst;
 M.Ed., Westfield State College

Jennifer Sanborn
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 State University

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 New England College

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 University

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B.S., University of Massachusetts

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Nathan A. Therien
Director of Academic Programs
A.B., Stanford University; M.A., Ph.D.,
Harvard University

Joanna Faraby Walker
Administrative Coordinator
B.A., University of North Carolina, Chapel
Hill; M.F.A., North Carolina School of the
Arts

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*
B.A., Oberlin College; M.Div., Emory
University; Ph.D., Princeton University

Alumnae Association

Jane E. Zachary
Executive Director
J.D., University of Pittsburgh School of Law;
B.A., Chatham University

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