

MOUNT HOLYOKE.

# Bulletin & Course Catalog

## 2018-2019



# BULLETIN & COURSE CATALOG

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The Mount Holyoke "Bulletin and Course Catalog" is published each year in August. It provides a comprehensive description of the College's academic programs, summaries of key academic and administrative policies, and descriptions of some of the College's key offerings and attributes.

Information in Mount Holyoke's "Bulletin and Course Catalog" was accurate as of its compilation in early summer. The College reserves the right to change its published regulations, requirements, offerings, procedures, and charges.

For listings of classes offered in the current semester including their meeting times, booklists, and other section-specific details, consult the Search for Classes (<https://wadv1.mtholyoke.edu/wadv/mhc?TYPE=P&PID=ST-XWSTS12A>).

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# ACADEMIC CALENDAR

## 2018-2019 Academic Calendar

### Fall 2018

**August 29 (Wednesday)** New international students arrive and their Orientation begins

**August 29 (Wednesday)** Online registration opens for add/drop period

**August 31 (Friday)** New students arrive and Orientation begins

**September 2 (Sunday)** Returning students arrive

**September 4 (Tuesday)** Convocation

**September 5 (Wednesday)** Classes begin

**September 18 (Tuesday)** Last day to add classes

**September 25 (Tuesday)** Last day to withdraw from a course without "W" notation recorded

**October 6 (Saturday) - October 9 (Tuesday)** Mid-semester break

**October 18 (Thursday)** Degree conferral for summer term finishers

**October 19 (Friday)** Most first half-semester classes end

**October 19 (Friday) - October 21 (Sunday)** Family & Friends Weekend

**October 22 (Monday) - October 26 (Friday)** Add/drop period for second half-semester courses

**October 22 (Monday)** Most second half-semester classes begin

**October 29 (Monday) - November 2 (Friday)** Academic advising period

**November 5 (Monday) - November 16 (Friday)** Online Spring registration period for Mount Holyoke and Five College courses

**November 8, 1837** Founder's Day

**November 15 (Thursday)** Last day to withdraw from a course with "W" notation recorded

**November 15 (Thursday)** Last day to declare ungraded option

**November 21 (Wednesday) - November 25 (Sunday)** Thanksgiving recess

**December 11 (Tuesday)** Last day of classes

**December 12 (Wednesday) - December 14 (Friday, 7pm)** Reading days

**December 14 (Friday, 7pm) - December 18 (Tuesday, noon)** Examinations

**December 18 (Tuesday, noon) - January 1 (Tuesday)** December recess

**January 2 (Wednesday)** Fall grades due

### Intersession 2019

For the Professional and Graduate Education January Term, see Additional Terms at the bottom of this calendar.

**January 2 (Wednesday) - January 18 (Friday)** Intersession

**January 19 (Saturday) - January 21 (Monday)** January recess

**January 21 (Monday)** Martin Luther King Jr. Day

### Spring 2019

**January 16 (Wednesday)** Online registration opens for add/drop period

**January 16 (Wednesday)** New international students arrive and their Orientation begins

**January 17 (Thursday)** New students arrive and Orientation begins

**January 22 (Tuesday)** Classes begin

**February 4 (Monday)** Last day to add classes

**February 11 (Monday)** Last day to withdraw from a course without "W" notation recorded

**March 7 (Thursday)** Degree conferral for fall/winter term finishers

**March 8 (Friday)** Most first half-semester classes end

**March 9 (Saturday) - March 17 (Sunday)** Mid-semester break

**March 18 (Monday) - March 22 (Friday)** Add/drop period for second half-semester courses

**March 18 (Monday)** Most second half-semester classes begin

**March 25 (Monday) - March 29 (Friday)** Academic advising period

**April 1 (Monday) - April 12 (Friday)** Online registration period for Fall Five College courses

**April 1 (Monday) - April 19 (Friday)** Online registration period for Fall Mount Holyoke courses

**April 8 (Monday)** Last day to withdraw from a course with "W" notation recorded

**April 8 (Monday)** Last day to declare ungraded option

**April 9 (Tuesday)** Community Day (no classes)

**April 30 (Tuesday)** Last day of classes

**May 1 (Wednesday) - May 3 (Friday, 2pm)** Reading days

**May 3 (Friday, 2pm) - May 7 (Tuesday, noon)** Examinations

**May 9 (Thursday, noon)** Senior grades due

**May 17 (Friday) - May 19 (Sunday)** Reunion I

**May 18 (Saturday)** Baccalaureate Service

**May 19 (Sunday)** Commencement

**May 21 (Tuesday, 11pm)** Underclass grades due

**May 24 (Friday) - May 26 (Sunday)** Reunion II

## Additional Terms for Professional and Graduate Education

### January Term 2019

**January 2 (Wednesday)** January term classes begin

**January 9 (Wednesday)** Last day to withdraw from a course without "W" notation recorded

**January 11 (Friday)** Last day to withdraw from a course with "W" notation recorded

**January 18 (Friday)** Last day of January term classes

**January 21 (Monday)** Martin Luther King Jr. Day January 27 (Sunday) January term grades due

### First Summer Session 2019

**May 6 (Monday)** Online registration opens for Summer 1 and Summer 2 sessions

**May 27 (Monday)** Memorial Day

**May 28 (Tuesday)** Summer 1 classes begin

**May 30 (Thursday)** Last day to add Summer 1 classes

**June 4 (Tuesday)** Last day to withdraw from a Summer 1 course without "W" notation recorded

**June 14 (Friday)** Last day to withdraw from a course with "W" notation recorded

**July 1 (Monday)** Last day of Summer 1 classes

**July 15 (Monday)** Summer 1 grades due

### Second Summer Session 2019

**May 6 (Monday) - June 4 (Tuesday)** Online registration opens for Summer 2 session

**June 10 (Monday)** Online registration re-opens for Summer 2 and Fall\* sessions (\*Professional and Graduate Education only)

**July 4 (Thursday) - July 5 (Friday)** Independence Day

**July 8 (Monday)** Summer 2 classes begin

**July 10 (Wednesday)** Last day to add Summer 2 classes

**July 15 (Monday)** Last day to withdraw from a Summer 2 course without "W" notation recorded

**July 26 (Friday)** Last day to withdraw from a course with "W" notation recorded

**August 9 (Friday)** Last day of Summer 2 classes

**August 22 (Thursday)** Summer 2 grades due



# 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, not-for-profit, residential, independent, research liberal arts college for women located in the Connecticut River Valley of western Massachusetts. The College's 2,210 undergraduate students hail from 46 states and 57 countries. Twenty-seven percent of undergraduate students are international citizens. Twenty-six percent of domestic students identify as African American, Asian American, Latina, Native American or Alaska Native, Native Hawaiian or Pacific Islander, or multiracial. Its 212 continuing full-time and part-time instructional faculty are devoted to undergraduate teaching and cutting-edge research. Over half of the faculty are women; a quarter are individuals of color; over half speak a language other than English and over a quarter earned a degree from an institution abroad. With a student-faculty ratio of 9 to 1 and with most classes averaging 10–19 students, faculty and students collaborate closely on academic course work and research.

The College operates on a semester calendar, with an optional January Intercession offering to undergraduates opportunities for research, independent study, projects of students' own choice, travel, internships, and study.

The College's Professional and Graduate Education program offers graduate degree programs and non-degree opportunities for study at the graduate level. 98 graduate students are enrolled in master's degree programs; additional non-matriculated graduate students enroll in graduate-level courses throughout the year. Graduate programs follow the semester calendar, supplemented by a January term and a summer term comprised of two primary summer session periods.

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 38,200 living 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."

## Accreditation

Mount Holyoke College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education. This accreditation was approved in 2018 for continuation.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514, email: [cihe@neasc.org](mailto:cihe@neasc.org).

## 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.

In fall 2018, the College will celebrate the grand opening of the College's new Community Center, a \$50-million expansion and enhancement of the Blanchard Campus Center. The Community Center features the Dining Commons, a 34,000-square-foot one-story addition which serves as the campus' centralized dining facility. The Dining Commons opened in January 2018 and was constructed with a commitment to eco-friendly practices. Other components of the Community Center include a concert venue, a student art gallery, a student-life hub with offices for advising, residential life, student government, diversity programming, and religious life, a pub and grab-and-go store, and the Weissman Student Commons which serves as a base for Mount Holyoke's 100+ student organizations.

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

In Fall 2015, a Makerspace opened on campus, co-located with the Media Lab in the Art building. The Makerspace brings together tools, people and resources to support hands-on curricular and co-curricular programming that feeds the expanding maker culture on campus from a central hub. The Makerspace equipment includes 3D printers, a Laser Cutter, soldering stations, sewing machines, a vacuum former, and a vinyl cutter, supporting the needs of academic courses, workshops, events and other programs that bring students, faculty, and other community members into often-interdisciplinary collaborations to design and make objects and other products. Planning is underway to convert the first floor of Prospect Hall into a new home for the Makerspace, the spacious 8,000-square-foot Maker and Innovation Lab. The new facility will add wood- and metal-working capabilities and greatly expand the array of tools, teaching, collaboration and work spaces students and faculty from across the curriculum can use to explore the role of making, test their ideas, and bring them to life.

Other facilities at Mount Holyoke include a center for foreign language study, two theatres for theatre performances, a 400-seat auditorium for music performance, specialized computer labs, 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. The newest residence hall, opened in 2008, was awarded a Gold LEED (Leadership in Energy and Environmental Design) certification from the U.S. Green Building Council.

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

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

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

designed by the legendary Donald Ross and was the site of the 2004 U.S. Women's Open.

## Statement of Nondiscrimination

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

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

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

# UNDERGRADUATE LEARNING GOALS & DEGREE REQUIREMENTS

The undergraduate degree Mount Holyoke confers is the bachelor of arts (A.B.) degree. The College also offers the master of arts in teaching (M.A.T.) degree and several dual-degree and certificate options.

The undergraduate learning goals and degree requirements are detailed in this section. To receive a Mount Holyoke College bachelor of arts degree, students must fulfill all requirements described. Any request for individual variations from this curriculum must be made to the Academic Administrative Board; students initiate the request process by meeting with their academic dean.

The requirements for graduate degrees are detailed in the Professional and Graduate Education section of the catalog (p. 366).

## 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 for the Bachelor of Arts Degree

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

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

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

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

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

Transfer credit limits are detailed with other transfer information in the Academic Regulations (p. 23) section of the catalog.

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

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

### Minimum G.P.A.

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

### A First-Year Seminar

All entering first-year students must complete a First-Year Seminar in their first semester at Mount Holyoke. Transfer students and Frances Perkins Scholars who enter with sophomore or junior standing are exempt from this requirement, although they may elect to take a First-Year Seminar particularly when one is offered at the 200-level in their entering semester.

The First-Year Seminar Program welcomes students to Mount Holyoke College, inviting them to join in the pleasure of an intellectually adventurous education in the liberal arts. In these small, discussion-based seminars, students work with faculty to achieve the first Learning Goal of the Mount Holyoke curriculum, which will form the foundation for their education here: the ability to think analytically and critically by



questioning assumptions, evaluating evidence, and articulating well-reasoned arguments. All first-year seminars are writing-intensive.

First-year seminars do not meet other graduation requirements and must be approved courses at Mount Holyoke. They are all offered under the FYSEM subject designation.

## Foreign Language, Ancient or Modern

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

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

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

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

## Multicultural Perspectives

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

1. the peoples of Africa, Asia, Latin America, and the Middle East; or
2. peoples of color in Australia, Europe, or North America; or
3. peoples in North America whose primary language is other than English.

The course must incorporate a diversity of perspectives.

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

## The Distribution Requirements

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

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

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

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

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

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

## Physical Education

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

## The Major

Every student must complete a major. Each student must declare their major in the 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, the student will create a careful academic plan for the next two years. Students declaring Special (self-designed majors) have one additional year beyond the usual deadline to finalize their written plan, as noted below. A student may file a change of major request with the Registrar at any time, provided there is time to complete the program before graduation.

The major may be of any of these three types:

- *Departmental Major.* Departmental majors require at least 32 credits in the major field, including a minimum of 8 credits in advanced work at the 300 level. Students with single departmental majors must also complete the "outside the major" requirement, so must complete at least 68 credits in course work outside their major field of study.
- *Interdisciplinary Major.* Interdisciplinary majors can be declared in the following areas of study: Africana studies, biochemistry, classics, critical social thought, environmental studies, East Asian studies, international relations, Latin American studies, Middle Eastern studies, neuroscience and behavior, psychology and education, Romance languages and cultures, Russian and Eurasian studies, and South Asian studies. Interdisciplinary majors are structured enough to emphasize the central theme of a topic of study, but flexible enough to allow for a range of interest within a given topic. Their requirements include a minimum of 40 credits in the approved program. At least 12 credits must be at the 300 level, divided between two or more departments or programs. Students who declare one of these interdisciplinary majors or a special major automatically fulfill the "outside the major" requirement. Note: the ancient studies and gender studies majors are interdisciplinary in nature, but students in these majors do not automatically fulfill the "outside the major" requirement.
- *Special Major.* Students whose interests cross department lines in an area for which no interdisciplinary major exists may plan a special major incorporating work in two or more departments. Students must work closely with faculty advisors to create a plan that is academically and educationally rigorous. A written plan must be submitted to and endorsed by two members of the faculty and the dean of studies. The plan must be submitted no later than the end of the eighth week of classes of the second semester of the student's junior year. Students must earn a minimum of 40 credits in the approved program. At least 20 credits must be at the 300 level, divided between two or more departments. Students who

declare a special major automatically fulfill the “outside the major” requirement.

Current majors offered by the College are included on the Areas of Study list (p. 41).

## Additional Options

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

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

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

The specific requirements of each minor, Nexus program, and certificate are detailed in this catalog. Current minors, Nexus programs, and certificates offered by the College are included on the Areas of Study list (p. 41).

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

## Applying a Single Course to Multiple Requirements

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

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

## Awarding of Degrees

Each candidate for graduation is personally responsible for obtaining clearance for graduation from the registrar. Also, all graduating students should be sure to meet all required financial obligations to the College as prescribed by Student Financial Services, to ensure eligibility to receive Commencement tickets, their diplomas, and continued access to official transcripts.

Mount Holyoke College confers degrees three times per year: on dates in October, March, and during the annual Commencement ceremony in May. Students completing all degree requirements and having

their degrees conferred in May, as well as those whose degrees were conferred the preceding October or March, are invited to participate in the May Commencement ceremony – unless they had participated, through exception criteria, in the previous May’s ceremony.

The exception criteria allow undergraduate seniors to apply to participate fully in Commencement exercises before their actual degree conferral if they have completed at least 120 credits towards the Mount Holyoke degree (108 if they had been a spring admit) and have a solid plan, approved by the Registrar, for completing their remaining requirements. There is a formal application process to apply for early participation in Commencement. Students interested in participating through this exception route in lieu of participating after they have completed all degree requirements should contact the Registrar’s Office in the winter of their senior year for application procedures. If approved, these students will robe, process into the Commencement ceremonies and sit with the graduating students, have their names called and cross the stage individually like the graduating students, though they will neither actually graduate on that date nor receive their diplomas. These students are then ineligible to participate at all in the following year’s Commencement and Commencement weekend activities, since they participated in the year before. No student can participate in the Commencement ceremony or any degree conferral if they are currently suspended or withdrawn from the College.

## Honors

The degree is awarded *cum laude* on the basis of a 3.50 cumulative average, *magna cum laude* on the basis of a 3.75 cumulative average, and *summa cum laude* on the basis of a 3.75 cumulative average and the completion of an exceptional honors thesis or project. Students who complete a satisfactory honors thesis or project will receive the degree with honor in the department in which the thesis was completed. Students who complete an excellent honors thesis or project will receive their degree with high honor in the department in which the thesis was completed. Those who graduate *summa cum laude* or with high honor in their major department are called Mary Lyon Scholars. Students in approximately the top 15 percent of the class at the end of sophomore year (with two years of work at Mount Holyoke) are designated Sarah Williston Scholars. Last year, 65 percent of the senior class graduated with some form of academic honor.

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

## 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 (<https://www.mtholyoke.edu/iresearch>).

# OTHER PROGRAMS AND RESOURCES

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## Other Degree and Certificate Programs

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## Other Undergraduate Degree Programs

### Dual-Degree Programs

Mount Holyoke offers several undergraduate dual-degree opportunities. For information about credit received at other institutions, see the Academic Regulations chapter (p. 23).

### Engineering

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

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

For more information about the dual-degree engineering programs, contact Kathy Aidala (physics), Wei Chen (chemistry), Maria Gomez (chemistry), Peter Klemperer (computer science), Thomas Millette (geography), or Dylan Shepardson (mathematics), or visit the programs' website ([https://www.mtholyoke.edu/acad/engineering/dual\\_degree](https://www.mtholyoke.edu/acad/engineering/dual_degree)).

### Thayer School of Engineering at Dartmouth College

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

### California Institute of Technology (Caltech)

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

### School of Engineering at UMass Amherst

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

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

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

## The Second Bachelor's Degree

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

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

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

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

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

## Graduate Degree Programs

### Master of Arts in Teaching

Mount Holyoke, through its Professional and Graduate Education division, offers three different programs issuing a Master of Arts in Teaching degree: the Master of Arts in Teaching (p. 381) program referred to as the "M.A.T. program", the Master of Arts in Mathematics Teaching (p. 377) program referred to as the "M.A.M.T program", and the Master of Arts in Teacher Leadership (p. 368) program referred to as the "M.A.T.L program".

The Committee on Graduate Work — consisting of the dean of studies and representatives from each program 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. Each program has a graduate advisor, appointed by the department.

## Certificate and Licensure Programs

### Teacher Licensure Programs

The teacher licensure programs at Mount Holyoke enable students to apply for a Massachusetts (and NASDTEC Interstate Contract) "initial" license. Undergraduate students may pursue licensure in the areas listed in Psychology and Education (p. 322). For additional information about undergraduate Mount Holyoke College Teacher Licensure Programs, please see the Teacher Licensure Programs page (p. 324) within Psychology and Education.

The Master of Arts in Teaching (p. 381) (M.A.T.) allows graduate students to pursue initial teacher licensure as part of the program. Graduate students who wish to independently pursue additional license types can gain preparation through add-on licensure (p. 400) coursework. More information on the M.A.T. and special education are found in the Professional and Graduate Education chapter (p. 366).

### 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 as an International Guest Student. Attending Mount Holyoke as a non-degree-seeking student 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.

For more information, visit the Admission website (<http://www.mtholyoke.edu/admission>).

### Certificate for International Students

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

## Bachelor's/Master's Accelerated Programs

Mount Holyoke collaborates with several institutions offering our undergraduate students accelerated paths towards Master's degrees.

### Accelerated Master's Degrees at University of Massachusetts Amherst

The accelerated master's degree option is designed to enable students as early as the junior year of study at Mount Holyoke to seek an "early" (conditional) offer of admission into specific master's degree

programs at the University of Massachusetts Amherst. The requirements for the bachelor's and master's degrees remain unchanged.

A wide range of programs is available such as: Architecture, Biostatistics, Economics, Epidemiology, Food Science, Geography, Labor Studies, Political Science, Public Policy, Regional Planning, Resource Economics, Animal Biotechnology and Biomedical Sciences, Biochemistry and Molecular Biology, Microbiology, Molecular and Cellular Biology, Neuroscience and Behavior, Organismic and Evolutionary Biology, and Plant Biology.

The standard application procedures for admission to graduate programs at the University apply to the Accelerated Master's Degree Option as well. Qualifying Mount Holyoke students are encouraged to apply by November 30 of their junior year and receive a conditional admission to the Accelerated Master's Degree Option in either the fall or spring. At their discretion, these University programs may also consider applications at any point during the student's junior or senior year. The admission to the graduate program remains conditional until the applicant completes the baccalaureate degree and fulfills both the University's Graduate School and the graduate program's requirements for admission.

Students begin their master's coursework by taking courses through the Five College interchange after admission to the program. Graduate level tuition and fees will be charged by the University each semester after completion of the bachelor's degree and matriculation as a graduate student.

Further information is available on the University's website (<https://www.umass.edu/gradschool/policies-forms/accelerated-master%E2%80%99s-degree-options>).

### 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 Mount Holyoke students should declare their interest in the cooperative degree program during their junior year and apply by May 1 of their senior year. Applicants should have demonstrated academic strength in Latin American content. For more information, contact Lowell Gudmundson at 413-538-2378. The contact person at Georgetown University is Julie Walsh, [walshje@georgetown.edu](mailto:walshje@georgetown.edu).

### Graduate Institute of International and Development Studies in Geneva

Mount Holyoke College has established a new program with the Graduate Institute of International and Development Studies (<http://graduateinstitute.ch/home.html>) to allow a small number of students to earn a Bachelor of Arts degree from Mount Holyoke and a Master of Arts degree from the Graduate Institute of International and Development Studies in Geneva Switzerland in five years, instead of the usual six years.

Participating Mount Holyoke students will spend the fall semester of their senior year at the Graduate Institute in Geneva participating there in the first semester of the M.A. program. They will return to Mount Holyoke for the spring semester of their senior year and for graduation and then return to the Graduate Institute in Geneva for a fifth year of study to complete their Master's degree.



The Graduate Institute offers disciplinary master's programs in anthropology and sociology, international history, international economics, political science/international relations, and international law; and interdisciplinary master's programs in international affairs and development studies.

The vast majority of classes at the Institute are taught in English. Students with limited or no French have to study French as part of their program. To be eligible for this program, Mount Holyoke students must have a GPA of at least 3.5, must have completed 96 credits of course work by the end of their junior year, and should ordinarily be at Mount Holyoke during their junior year. Students applying for one of the Master's Programs must submit their application ([https://www.mtholyoke.edu/sites/default/files/global/docs/Supplemental\\_Application\\_for\\_Joint\\_BAMA\\_122017.docx](https://www.mtholyoke.edu/sites/default/files/global/docs/Supplemental_Application_for_Joint_BAMA_122017.docx)) to Mount Holyoke by February 1 of their junior year. Mount Holyoke will recommend students to the Graduate Institute, and students will need to apply to the Institute by March 1.

The fall semester of the senior year is treated like a study abroad program. For fall 2018, Mount Holyoke students pay a program fee of \$11,000 which covers tuition at the Graduate Institute. In addition, students are responsible for living expenses, airfare, books, etc. Room and board are estimated at CHF 1,800/month. Students are eligible for Laurel Fellowships depending on their financial need. Students who have already received Laurel funding for a semester abroad are generally not eligible to apply for Laurel Funding again. During the fifth year of study, students are responsible for covering tuition to the Graduate Institute as well as room and board and other incidental costs. The total cost for the fifth year is estimated at 26,000 CHF. This includes tuition, room and board and other expenses.

## Nonmatriculated Students

Graduate courses for nonmatriculated students are offered through Professional and Graduate Education (p. 366) and include workshops, seminars, institutes (p. 399), and other programming.

Mount Holyoke also admits a small number of students each semester to enroll in undergraduate courses for credit as nonmatriculated (non-degree) undergraduate students. All admitted nonmatriculated undergraduate students register for undergraduate courses on a space-available basis with the approval of the registrar and the instructors of those courses. All undergraduate nonmatriculated students are subject to the academic regulations governing undergraduate students. An official transcript of their course work is maintained. They participate fully in the courses they were approved to take and qualify for student privileges related to their course enrollment. However, they do not share all campus privileges. For example, they are not eligible for on-campus housing nor for advising services.

Non-matriculated undergraduates may be admitted from the following groups:

- *Mount Holyoke College Employees, Spouses, and Dependents:* Mount Holyoke College employees, spouses, same-sex domestic partners, and dependent children may enroll in up to one course per semester at the College without tuition charge. Other course fees (e.g. laboratory, etc.) are paid by the employee. Tuition waivers are not available for courses offered by the Mount Holyoke Professional and Graduate Education (PaGE) program. Credit-bearing PaGE courses taken by employees may be eligible for the tuition reimbursement benefit; eligibility for this benefit is determined by Human Resources. Interested employees should review the Tuition Benefits ([https://](https://www.mtholyoke.edu/hr/handbook/educational_benefits)

[www.mtholyoke.edu/hr/handbook/educational\\_benefits](https://www.mtholyoke.edu/hr/handbook/educational_benefits)) section of the staff handbook and contact Human Resources at 413-538-2503 to apply.

- *High School Students:*
  - Students from South Hadley High School are frequently admitted to take up to one course per semester at the recommendation of the school's guidance counselor. Tuition is waived for eligible students. Interested students must contact their guidance counselor and submit a letter of reference from South Hadley High School, their most recent high school transcript, and an application form.
  - Pioneer Valley Performing Arts (PVPA) High School selects up to two students per semester to take one course each with tuition waived. Interested students must contact their guidance counselor and submit a letter of reference from PVPA, their most recent high school transcript, and an application form. Additional PVPA students, beyond the two selected by their school, are eligible to take one course per semester at 50% of the per-credit tuition for the course.
  - High school students other than those from South Hadley High School and PVPA are not typically eligible to take courses at Mount Holyoke College, but they may apply and would be required to pay full per-credit tuition prior to registration. Interested students should contact the Office of the Registrar ([registrar@mtholyoke.edu](mailto:registrar@mtholyoke.edu) or 413-538-2025).
- *Twelve College Exchange Students:* Students from participating Twelve College institutions ([https://www.mtholyoke.edu/academicdeans/twelve\\_college](https://www.mtholyoke.edu/academicdeans/twelve_college)) may attend Mount Holyoke for a semester or a year. Interested students should first seek information from their home campus, then contact Kat Eldred in the Office of Academic Deans at 413-538-2855.
- *Undergraduate students from other Colleges and Universities:* Students on leave from other colleges may take coursework at Mount Holyoke College. Tuition must be paid in full prior to registration. Interested students should contact the Office of the Registrar ([registrar@mtholyoke.edu](mailto:registrar@mtholyoke.edu) or 413-538-2025) for an application form. Students must provide the completed application, an official transcript from their home institution, and a letter of good standing from their Dean at their home institution indicating that the student may take classes at Mount Holyoke.
- *Education Teacher Waiver:* Local teachers who have mentored Mount Holyoke licensure students' student teaching in their classrooms within the past year are eligible to take up to four credits of coursework (undergraduate or graduate courses) in the next academic year. Interested teachers should contact the Office of the Registrar ([registrar@mtholyoke.edu](mailto:registrar@mtholyoke.edu) or 413-538-2025) to apply.

## Auditors

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



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

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

Auditors may be assessed fees for beginning language courses, dance courses, physical education courses, and studio art courses. These fees are due at the time of registration. (See also the Tuition and Fees (p. 31) chapter.)

## Auditing Privileges

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

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

# Special Programs and Resources

## Academic Centers (p. 13)

- The Harriet L. and Paul M. Weissman Center for Leadership
- The Dorothy R. and Norman E. McCulloch Center for Global Initiatives
- The Leslie Miller and Richard Worley Center for the Environment

## Library, Information, and Technology Services (LITS) (p. 16)

## Internships and The Lynk (p. 17)

## Other Programs and Resources (p. 17)

- Foreign Languages at Mount Holyoke College
- Domestic Study Away
- Intersession
- Independent Study
- Honors Thesis

## Academic Centers

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

The Weissman Center for Leadership, established in 1999, supports student, faculty and staff in the development of leadership skills inside and outside the classroom. The Center's work is guided by four overarching themes: Inspiration, sparked by public events with renowned speakers; Capacity-building, to develop skills and confidence through leadership courses, experiential learning, conferences, and trainings; Mentoring and Networking on campus and across nonprofit, public service, and business realms to promote opportunities for professional success; and Reflection and Discovery, the foundation for perpetual leadership growth. The Center is home to four affiliated programs which enrich both the academic and co-curricular aspects of college life and prepare students for leadership in the 21st century.

- Community-Based Learning,
- Leadership and Public Service,
- Speaking, Arguing, and Writing, which includes English Speakers of Other Languages, and
- Teaching and Learning Initiatives.

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

The center's website is [www.mtholyoke.edu/wcl](http://www.mtholyoke.edu/wcl) (<https://www.mtholyoke.edu/wcl>).

### 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 and CUSP-203 courses that facilitate reflective practice, collaboration, and networking, and build skills for community impact.

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

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

### **Leadership and Public Service**

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

See the LAPS website at [www.mtholyoke.edu/wcl/leadership-and-public-service](http://www.mtholyoke.edu/wcl/leadership-and-public-service) (<https://www.mtholyoke.edu/wcl/leadership-and-public-service>).

### **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 campus-wide workshops; collaborates with other college offices to support writing, speaking, and leadership-related activities; offers a library of print resources and materials for students and faculty; and provides pedagogy resources for faculty.

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

### **Teaching and Learning Initiatives**

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

website at [www.mtholyoke.edu/teachingfacultydevelopment](http://www.mtholyoke.edu/teachingfacultydevelopment) (<https://www.mtholyoke.edu/teachingfacultydevelopment>).

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

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

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

#### **Engagement with Global Issues on Campus**

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

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

The Carol Hoffmann Collins '63 Global Scholar-in-Residence program brings to campus renowned international experts who engage the community in dialogue on important issues through public lectures, classes, and informal gatherings. Daniela Schwarzer is the 2018 Carol Hoffmann Collins Global Scholar-in-Residence. A former member of the executive team of the German Marshall Fund of the United States and opinion page editor for the financial times, Dr. Schwarzer is the Otto Wolff Director of the Research Institute of the German Council on Foreign Relations in Berlin. Her focus will be on the future of the European project, the end of the West, and global power shifts.

#### **Biennial Conference on Global Challenges**

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

The course and conference in February 2018 was focused on "Global and Local Inequalities: Social Change for Sustainable Communities."

#### **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 about 200 Mount Holyoke students 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 150 other programs that we approve in more than 50 countries. MHC currently offers programs and exchanges for full year or semester study in China, France, Costa Rica, Hong Kong, Japan, Korea, Germany, and the UK, along with a summer program in China.

We expect each student to work closely with their faculty advisor in choosing the country and program that best fit into their 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 for study abroad. Except for Mount Holyoke's own programs and exchanges, students pay program costs directly to their abroad university or program sponsor. Mount Holyoke charges an administrative fee of \$900 per semester of study abroad. Eligible students may use federal and state loans and grants toward the cost of study abroad. Because the majority of programs abroad cost less than a semester or year at Mount Holyoke, many students find that those resources, in addition to their family contribution, will be sufficient to cover their costs. For students whose family contribution and federal/state aid are not sufficient to cover the cost of study abroad, Mount Holyoke offers need-based Laurel Fellowships for study on Mount Holyoke programs and exchanges as well as for approved programs and universities designated as "Laurel Preferred." Eligible students who are selected for most of Mount Holyoke's own programs and exchanges are guaranteed Laurel Fellowships, provided they apply by the deadline and meet all financial and academic criteria. Mount Holyoke typically approves more than 95 percent of qualified applicants for Laurel Fellowship funding. For more information about study abroad programs, Laurel Fellowships, the application process, and deadlines, visit [www.mtholyoke.edu/global/study\\_abroad](http://www.mtholyoke.edu/global/study_abroad) ([http://www.mtholyoke.edu/global/study\\_abroad](http://www.mtholyoke.edu/global/study_abroad)).

## 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 2018, 35 students were placed in MHC-IIP internships in 19 countries, while the McCulloch Center supported numerous other students for international self-designed internships, faculty-mentored research, and creative projects.

## Global Competence Award

The McCulloch Center offers a Global Competence Award to graduating seniors who have demonstrated significant achievements in learning

another language, cultural immersion, global perspective taking and cross-cultural learning.

## Social Innovation Initiative

The McCulloch Center provides support, mentorship, and seed funding to student innovators who are developing and implementing projects to address some of the world's most vexing challenges. It advances this agenda in collaboration with multiple units across campus, most importantly Entrepreneurship, Organizations, and Society. Under the Social Innovation Initiative (SI2), students advance projects that are grounded in the community, informed by the curriculum, and build student capacity for "effective and purposeful engagement in the world" – chiefly in the fields of education, environment and climate change, peace and human rights, poverty alleviation, and public health.

## Global/Local Initiative

The McCulloch Center supports global/local learning and engagement to help Mount Holyoke students better understand how global phenomena impact both near and distant communities. Students may pursue a Global/Local Fellowship by connecting international internships with local community-based learning experiences through an integrated learning pathway.

## 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, over 600 international students from over 70 countries attend Mount Holyoke. Most are studying toward a bachelor's degree and enter as first-year, transfer, or Frances Perkins students. The McCulloch Center for Global Initiatives provides orientation, advising, special programming, and information about immigration regulations to international students. The center also administers a special program for students who are selected to spend a year at the College as international exchange students or international guest students.

## 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 with the goal of making environmental literacy a central part of Mount Holyoke students' education through the use of the campus as a natural laboratory. In 2010, in recognition of a generous gift from Leslie Miller and Richard Worley, the Center was renamed the Leslie Miller and Richard Worley Center for the Environment.

The Center for the Environment prepares students to think critically, creatively and globally – to tackle the world's most complex issues as environmental leaders. It advances a culture of sustainability on campus and beyond as a legacy for future generations. We build connections between our campus, a world-class liberal arts college on an exceptional landscape in the heart of western Massachusetts, and learning opportunities around the globe.

The Miller Worley Center encourages students to understand and study the connection between sustainability on campus and local and global communities – both in terms of the people moving through the institution and the resources it consumes. The College recognizes that climate change is threatening people and ecosystems around the globe, and that without intervention, that impact will continue to escalate. As an educational institution, Mount Holyoke is in a position to lead

by educating students and the broader community on the science of climate change, as well as on the political, economic and social factors influencing it. The Miller Worley Center works across the College to advance sustainability as a core value in all aspects of the campus, including academic programs and research, campus planning and operations, co-curricular student opportunities, and engagement with the local community.

### **The Campus as Living Laboratory**

The Miller Worley Center manages Mount Holyoke's Campus Living Laboratory. Inspired by a diversity of ecosystems and a culture of sustainability, the living laboratory transforms Mount Holyoke's natural and built landscape into an exciting destination for hands-on, multidisciplinary undergraduate research and teaching. More than 300 acres of Mount Holyoke's 800-acre campus are an undeveloped nature preserve — of reservoirs, streams, forests, marshes, shrub wetlands, forested wetlands, pastures, meadows and vernal pools. This remarkable diversity of environments 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.

For decades, the Center has maintained several long-term water, climate and forest monitoring systems and routinely collects data on the rich array of environmental phenomena that occur in the College's undeveloped and built environments. These datasets are stored online in the College's Institutional Data Archive and are made publicly available. Various science courses use the datasets to study subjects ranging from weather and water quality to forest succession, biodiversity and community structure. Students can also use the Center's data for their own independent research projects.

### **Internships and Grant Funding for Environmental Study**

The Miller Worley Center offers curated internships and grant funding that provide students opportunities to explore environmental issues across disciplines, communities, cultures and landscapes while developing career skills and professional contacts. Miller Worley internships focus on topics from biodiversity conservation and ecological restoration to energy efficiency and sustainable agriculture, and the Center partners with a diverse group of local and national organizations to provide students both local and global opportunities. Grant funding enables students to travel to conferences, embark on environmental research projects, and promote campus sustainability initiatives. (Faculty curriculum development grants are also available through the Miller Worley Center.) Students are encouraged to integrate their Miller Worley curated internships and grant-funded opportunities with their academic coursework. Frequent collaboration with Mount Holyoke academic departments, programs, and centers, including the Nexus: Curriculum to Career (<https://www.mtholyoke.edu/acad/nexus>) program, the Weissman Center's Community-based Learning (<https://www.mtholyoke.edu/cbl>) program and the McCulloch Center's Global/Local Fellowship ([https://www.mtholyoke.edu/global/internships/global\\_local](https://www.mtholyoke.edu/global/internships/global_local)) program, provides students well-rounded and interdisciplinary co-curricular experiences.

### **Environmental Awareness within the Community**

Outside the classroom, the Miller Worley Center works to increase environmental awareness within the community at large. Each semester, the center presents lectures on important environmental issues. Recent guest speakers have included Robert Musil, President and CEO of the Rachel Carson Council; Shaughnessy Naughton, chemist, science advocate, and former Congressional aide; and Sarah duPont, founder of

the Amazon Aid Foundation. The Center also organizes alumnae career panels and environmental film festivals.

The Miller Worley Center for the Environment is located in Dwight Hall, 2nd Floor. For more information, visit [www.mtholyoke.edu/mwce](http://www.mtholyoke.edu/mwce) (<http://www.mtholyoke.edu/mwce>) or [www.facebook.com/MWCEMtHolyoke/](https://www.facebook.com/MWCEMtHolyoke/) (<https://www.facebook.com/MWCEMtHolyoke/>) or telephone 413-538-3091.

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

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

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

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

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

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

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

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

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

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



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

## Internships and The Lynk

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

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

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

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

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

Mount Holyoke provides funding for sophomores and juniors to pursue unpaid or low paid internship and research opportunities through The Lynk Universal Application Funding (UAF) program. More information about The Lynk is available in the advising chapter (p. 20) and The Lynk website (<https://www.mtholyoke.edu/lynk>).

## Foreign Languages at Mount Holyoke College

Encouraging Mount Holyoke students to become proficient in languages other than English is an essential part of the College's goal of fostering engaged, global citizenship, both abroad and in the U.S. At Mount Holyoke, language learners become educated speakers of languages other than English with deep translingual and transcultural competence, so that they can understand and participate in our interconnected world and compete in the ever-changing global job market. As part of its Living Learning Communities initiative, the College offers students the opportunity to live on a language floor. Currently, the Living Learning Communities include language floors for the Chinese, French, German, Italian, and Spanish languages, with plans to expand the program in the future.

## Domestic Study Away

New in Fall 2018, Mount Holyoke is offering its own pilot program for students who wish to spend a semester in Washington D.C., the MHC

Semester in D.C. Further information about this program is available below or from Janet Lansberry in the Weissman Center for Leadership.

Other students may apply for academic leave from Mount Holyoke College to pursue up to two semesters (full-time equivalency) of study at any of the College's other approved domestic study away programs listed below or at another accredited U.S. institution as a visiting student. Although federal financial aid may travel with those on approved academic leaves, institutional aid does not. Occasionally programs at other institutions have program-specific aid, but this is not typical and students applying to these programs should plan accordingly. For more information see [www.mtholyoke.edu/academicdeans/academic-leave](http://www.mtholyoke.edu/academicdeans/academic-leave) (<http://www.mtholyoke.edu/academicdeans/academic-leave>) or contact Kat Eldred in the Office of Academic Deans at 413-538-2855.

## Twelve College Exchange Program

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

## American University Washington Semester Program

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

## Semester in Environmental Science Program

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

## MHC Semester in D.C.

The MHC Semester in D.C. combines an intensive internship with rigorous coursework in government. Students admitted to the program will spend a semester at the Washington D.C. residential and academic campus of the University of California Washington Center (UCDC), working and studying alongside students from other schools across the country. Much of each students' work will center around an internship they arrange requiring three to four days of internship work per week. In addition to that intensive work experience, students enroll in a total of 12 credits, completing: a research seminar, an elective course taught by UCDC faculty and Washington area experts, and an independent study taught by Calvin Chen, Mount Holyoke associate professor of politics and faculty director for MHC Semester in D.C. For details of the application process and deadline, see the program's website at <https://www.mtholyoke.edu/wcl/mhc-semester-dc>.



The per-student cost for a semester in this program is \$25,000: \$15,848 for tuition and fees, \$5,152 for housing (exclusive of food), and \$4,000 for transportation, food, and personal expenses.

MHC Semester in D.C. program participants will be able to use most outside aid, including federal direct student loans, parent loans, Pell grants, some state aid, and outside scholarships. Please note: federal work-study and Mount Holyoke aid will not be applicable. This includes need-based aid, leadership awards, other merit awards, town grants, tuition assistance grants and employment-based aid such as tuition exchange.

However, students eligible for need-based aid, or who would be eligible for need-based aid if they were not receiving a leadership award or other merit or employment-based aid, may apply for need-based scholarship support in their application for MHC Semester in D.C. This is a special fund established by alumnae for the MHC Semester in D.C. program only.

## Interession

Interession, sometimes referred to as January Term, is an optional period in January during which students may pursue independent research with a faculty member, apply to take a graduate-level credit-bearing course through Mount Holyoke's Professional and Graduate Education (PaGE) program, or explore new interests through nonacademic courses and workshops. Many students use this period as an opportunity to travel, participate in an extensive two- to three-week internship off campus, work, take a short-term course for transfer credits, or relax at home.

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

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

## Independent Study

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

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

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

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

consultation with a faculty member prior to commencement of the practicum. Independent work with a practicum component is governed by the same policies as all other independent work.

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

## Honors Thesis

During the senior year, qualified students can elect to write an honors thesis based on research and in-depth study of a particular subject. Ordinarily, a student writes an honors thesis in her major department. She may write an honors thesis in another field with the approval of that department and the Dean of Studies. 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 at least 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.

## The Five College Consortium

### About the Consortium

The Five College consortium recently celebrated its 50th anniversary of collaboration, one of the country's most successful academic consortia. Through Mount Holyoke's participation in the consortium, Mount Holyoke students can take advantage of opportunities at three other outstanding colleges (Amherst, Smith, and Hampshire) and a major research university (the University of Massachusetts at Amherst).

## The Five College Interchange

Students in good academic standing may take courses for credit at any of the other four institutions during the fall and spring semesters at no additional cost, through the Five College Interchange. Normally, students may start taking courses at the other campuses 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. Explore the courses offered through the other campuses (<http://www.fivecolleges.edu/sites/courses>). To enroll in a course at one of the other campuses, students complete registration procedures through the Mount Holyoke College registrar. More information about policies governing Five College Interchange enrollments is included in the Academic Regulations chapter (p. 23).

Regular bus service (<https://www.fivecolleges.edu/bus>) that is fare-free during the academic year links the five campuses.

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

## Other Five College Opportunities

- Mount Holyoke students may borrow books from all of the libraries of the five campuses. A user-friendly, online catalog, discovery, and

interlibrary loan system enables book requests from just about any computer.

- Distinguished guest artists, filmmakers, and scholars regularly visit the Five Colleges to lecture and meet with students, give performances, or read from their work.
- Dance and astronomy—the two Five College departments—both rank among the largest and most distinguished undergraduate programs in their respective fields nationally. (See the dance (p. 130) and astronomy (p. 83) 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. A Five College opera is produced every third year.
- The theatre departments hold open auditions for all productions and sponsor a Five College Multicultural Theater program.
- Undergraduates interested in geology or coastal and marine sciences can gain research experience through Five College field trips to areas in the Bahamas, Death Valley, California, and coastal regions of the Northeast United States.
- Five College majors include Film Studies and Architectural Studies, which take cross-disciplinary approaches to their respective subject areas.
- 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 members from many disciplines, as well as professionals from local communities who are working on issues of women's health and welfare.

## Five College Certificate Programs

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

- African Studies (p. 44)
- Asian/Pacific/American Studies (p. 82)
- Bio-mathematical Sciences (p. 96)
- Buddhist Studies (p. 96)
- Coastal and Marine Sciences (p. 108)
- Cognitive Neuroscience (p. 109)
- Culture, Health, and Science (p. 127)
- Ethnomusicology (p. 178)
- International Relations (p. 235)
- Latin American, Caribbean, and Latino Studies (p. 253)
- Logic (p. 258)
- Middle Eastern Studies (p. 263)
- Native American and Indigenous Studies (p. 282)
- Queer and Sexuality Studies (p. 328)
- Reproductive Health, Rights, and Justice (p. 334)
- Russian, East European, and Eurasian Studies (p. 340)
- Sustainability Studies (p. 355)

Each Mount Holyoke student may complete one Five College certificate in addition to the major elected and any second major or minor and/or a Nexus elected.

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

The Five College Center for the Study of World Languages offers courses in Less-Commonly Taught Languages not available through regular Five College classroom courses. The Center also offers courses in Spoken Arabic dialects for students who have learned Modern Standard Arabic in the classroom. The Center 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.

Each language offered by the Center is available in one of three course formats depending upon the resources available for that language. Mentored courses provide the highest level of structured support for learning and cover all four primary language skills (speaking, listening, reading, and writing). Independent Plus courses focus on speaking and listening skills, plus the development of basic literacy in the language. Supervised Independent courses focus only on oral skills and rely on more independently organized learning than the other course formats.

All courses emphasize development of oral proficiency through weekly conversation practice sessions. Conversation sessions focus on using the language in the types of situations one might encounter in everyday life. Students commonly engage in role plays, question and answer activities, description, narration, and problem-solving exercises. More advanced students practice expressing opinions, giving reasons in arguments, and discussing current events and cultural issues.

A standard course through the Center is a half course. Half courses require one hour a day (seven hours per week) of individual study plus weekly conversation and/or tutorial sessions. It takes four half courses (levels I, II, III, and IV) to complete the equivalent of one year of study in a traditional elementary-level classroom course. Some languages offered in the Mentored format are also available as full courses allowing students to progress at the same rate as in traditional classroom courses. Full courses require two hours per day (14 hours per week) of individual study plus conversation and tutorial sessions.

Students interested in studying a language through the Center should read the informational websites thoroughly and follow the application instructions. 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, go to <http://fivecolleges.edu/fclang>. For language resources produced by the Center, see <http://langmedia.fivecolleges.edu>.

Language offerings change depending upon available resources. Not all languages are available every semester. Please see the Center's website (<http://fivecolleges.edu/fclang>) for current information or contact the Center to find out about a language not listed here.

### Mentored Courses

Students in Mentored courses also have one-on-one tutorials with a professional language mentor trained in language pedagogy. The individual sessions allow each student to get help with his/her particular questions and concerns. The language mentor goes over written homework, explains grammatical concepts, and engages the student in skill-building activities. Language mentors also work with students who are already fluent speakers of a language but who need to learn to read and write in the language.

Currently offered in Mentored format:

- American Sign Languages (upper-level courses), Hindi, Persian, Swahili, Turkish

## Independent Plus Courses

Students in Independent Plus courses have a modified version of the weekly individual tutorial that involves a one-on-one meeting with a peer-tutor who is a well-educated native speaker of the language. Peer-tutors help students identify and self-correct errors in speech and written homework and facilitate activities that practice basic literacy and communication in the language.

Currently offered in Independent Plus format:

- Indonesian, Urdu, Bosnian-Croatian-Serbian

## Supervised Independent Courses

Supervised Independent courses offer students with excellent language skills an opportunity to study a variety of less commonly taught languages independently. Students approved for Supervised Independent language study are highly motivated, have a record of past success in language learning, and demonstrate readiness to undertake independent work. Courses emphasize development of oral skills.

Currently offered in Supervised Independent format:

- African Languages: Afrikaans, Amharic, Twi, Wolof, Yoruba, Zulu
- European Languages: Albanian, Bulgarian, Czech, Danish, Dutch, Finnish, Georgian, Modern Greek, Hungarian, Modern Irish, Norwegian, Romanian, Ukrainian
- Asian Languages: Bangla/Bengali, Burmese, Cantonese for Mandarin Speakers, Dari, Filipino, Khmer, Lao, Malay, Mongolian, Nepali, Pashto, Sinhala, Thai, Tibetan, Vietnamese
- Languages of the Americas: Haitian Creole
- Spoken Arabic courses (Mentored or Supervised Independent format): Egyptian Arabic, Levantine Arabic, Moroccan Arabic, and other dialects

# Academic and Career Advising

The Lynk (p. 20)

Academic Advising (p. 20)

Career Advising (p. 21)

Pre-Medical and Pre-Health Advising (p. 21)

Engineering Advising (p. 21)

Graduate School Advising (p. 21)

Competitive Fellowships and Scholarships Advising (p. 21)

## The Lynk

At Mount Holyoke, academic and career advising go hand-in-hand. Starting from their first year, students are encouraged to connect their academic interests with cocurricular learning opportunities. The Lynk is Mount Holyoke's signature approach to connecting curriculum to career. The Lynk connects each Mount Holyoke student's academic work with

practical applications of the liberal arts and sciences. Each student's Lynk experience is unique, reflecting the student's values and aspirations. Through rigorous coursework, advising, alumnae mentoring, professional development, and experiential learning on and off campus, students are empowered to achieve their immediate goals while being equipped to navigate a lifetime of career opportunities and challenges.

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

The Lynk facilitates shared experiences such as industry site visits and a wide range of pre-professional and job skills workshops — while also connecting students to thousands of accomplished alumnae who open doors for each other. See internships (p. 20) and The Lynk website (<https://www.mtholyoke.edu/lynk>) for further information.

## Lynk Resources

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

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

For more information, consult The Lynk website (<https://www.mtholyoke.edu/lynk>).

## Academic Advising

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

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

## Career Advising

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

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 and gain experience in areas of interest through internship and research opportunities. Funding is available to students for unpaid summer internships and research experiences through the Lynk Universal Application Form (Lynk UAF) process. To be eligible for Lynk UAF funding, students must follow the published policies and deadlines.

Within the CDC, students will find the student employment office, which serves as a clearinghouse for all on-campus jobs for students 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.

In addition, the CDC fosters connections with professionals in a wide variety of fields in order to provide opportunities and to support students in developing professional networks. The CDC's recruiting program facilitates access to hundreds of employers through its on-line job search and on-campus recruiting programs. Recruiting programs include interviews, information sessions, and job fairs on-campus and with Five College institutions as well as other consortia. Students also have opportunities to connect with alumnae and professionals in a variety of fields through on-campus programming and off-campus site visits.

## Pre-Medical and Pre-Health Advising

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

The Pre-Health Programs Office and the faculty Chair of the Committee on the Health Professions cosponsor information sessions early every fall

semester for students interested in learning about careers in the health professions and the advising system that is available. A robust schedule of programming offered throughout the year includes workshops, information sessions and alumnae panels, and visits by admission staff from health professions programs throughout the country.

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

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

## Engineering Advising

Students interested in pursuing a career in engineering should contact a member of the Committee on Engineering as soon as possible after arriving on campus. The College offers three dual-degree programs (see Other Degree and Certificate Programs (p. 13) for details) for students interested in earning an undergraduate degree in engineering as well as their Bachelor of Arts from Mount Holyoke. These programs all have a large number of required courses, so it is in a student's best interest to take both a math and a physics course in each of her first three semesters.

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

## Graduate School Advising

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

## Competitive Fellowships and Scholarships Advising

Fellowships at Mount Holyoke (FMH) offers developmental and progressive advising to students of promise intent on furthering their academic and aspirational goals by competing for nationally and internationally prestigious, merit-based awards. Fellowship advising begins early in a student's college career with a focused intake interview that emphasizes goal-setting and self-reflection. FMH recruits explore competitions aligned with their aspirations, prioritize strategic attributes that will develop their competitive edge, and work through a talking-and-writing program to establish a feasible and viable candidacy.

For a school of its size, Mount Holyoke has won a significant number of top national and international fellowships and scholarships, including Fulbright, Goldwater, Boren, Beinecke, Churchill, Gates Cambridge, 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 extensive support and guidance from the National Fellowships Advisor, the Committee on Fellowships, and mentoring staff and faculty.



# 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 College's website. One such new policy is the Code of Ethical Conduct (<https://www.mtholyoke.edu/risk/code-ethical-conduct>), approved in October 2017. The code identifies principles, policies, and laws that govern the activities of the College, and identifies expectations for every member of the community who conducts business on behalf of the College regarding proper professional and ethical conduct that reflects the College's values.

## 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 approval of the instructor and authorization from the director of health services, the director of the counseling service, or AccessAbility Services when granted as an accommodation. Courses recorded with the notation "W" will not affect a student's grade average.

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.

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

## Religious Observance

In support of our religiously diverse student population and in compliance with Title XXI Chapter 151C Section 2B of the General Laws of Massachusetts, students seeking a religious accommodation because their religious observance will determine they will miss a class or work and who need an extension, rescheduled exam, or make-up materials to complete work due on these dates are advised to contact their professors (or staff employer in relation to campus jobs) well in advance of the holiday or fasting period -- preferably at the start of each semester.

Section 2B of Chapter 151C of the General Laws of Massachusetts reads: "Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

## 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. (Undergraduate students carrying 9 credits will be certified as having three-quarter time enrollment status for the term. 8 or more credits will be certified as having half-time enrollment status for the term. Those with fewer than 8 credits will be certified as less than half-time.) Students are expected to earn 128 credits in eight semesters of work. Physical education units are not counted towards this total, nor towards enrollment status. Credit is not awarded for a course in which students are not formally registered or in which they are an auditor, even if they have completed the full work of the course.

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

Graduate students should refer to specific Professional and Graduate Education programs (p. 368) for details about the expected plan of study in their program. Graduate students carrying 8 or more credits will be certified as having full-time enrollment status for the term. Graduate students carrying 5 to 7 credits for the term are certified as three-quarter time. Those carrying 4 are half-time and those with fewer than 4 are less than half-time. Enrollments in summer sessions will be added to determine the total summer term enrollment for certification purposes.

Mount Holyoke College complies with federal regulations defining a credit hour. For Mount Holyoke, a four-credit course involves 12 hours per week of academic engaged time over the course of the semester. Academic engaged time is generally three class or contact hours per week plus 9 additional hours of academic work for the course. For courses carrying more or fewer than four credits, the federal requirement and Mount Holyoke expectation is one contact hour and two hours of outside work for each credit.

## 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.

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

**Suspension.** Students who have been suspended for academic deficiencies for a semester or a year shall be on academic probation for one semester after their return. During the suspension, their transcripts 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.** Students who have been required to withdraw may apply for readmission to the Academic Administrative Board, but they may not return before one academic year has passed. Their transcripts shall bear the notation "Required to withdraw for academic deficiencies on (date). Eligible to apply 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.

## Academic Progress

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

At the end of each semester, the Academic Administrative Board reviews the records of all undergraduate degree-seeking, postbaccalaureate, or certificate students who do not meet these standards: those who complete substantially fewer than normal credits in one or more semesters, those whose cumulative or semester grade averages fall below 2.00, or those who are already on academic probation. The board may warn students about their academic standing, place them on academic probation, suspend them for a semester or year, or require them to withdraw.

## Leave of Absence

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

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

"Special Programs and Resources" for information about Mount Holyoke programs and exchanges abroad and in the U.S.

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

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

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

When a leave is effective the first day of classes or later, withdrawn courses will remain on the transcript with a "W" notation, effectively withdrawing from the program for the term.

## Five College Interchange Enrollment

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

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

Courses offered through the UMass Continuing Education division are not available through the Five College Interchange. Students may not register for these courses through the interchange system. Students may receive credit for appropriate Continuing Education courses offered during January and summer by submitting a University of Massachusetts transcript directly to the Mount Holyoke College Registrar's office. Coursework will be treated as transfer work and subject to the Mount Holyoke College transfer policy (<https://www.mtholyoke.edu/>)

registrar/transferap). Students should carefully read the Course Credits information below in addition to the transfer policy.

## Course Credits

During the fall and spring semesters for courses taken through the Five College Interchange, course credit is generally awarded by the Registrar according to the value awarded by the institution offering the course. Credits may vary for courses of unusual format or duration and, for some Five College courses, no academic credit is granted at Mount Holyoke so these may be taken only on an audit basis. (Prior to Fall 2017, 3-credit academic courses at Hampshire and the University of Massachusetts and science courses with labs were usually awarded the equivalent value of similar courses at Mount Holyoke, almost always four credits. Starting Fall 2017, credits are now typically awarded to match the value offered at the course's home institution – e.g. a 3-credit course taken through the interchange is awarded 3 credits at Mount Holyoke.)

Individual departments at Mount Holyoke determine if and how Five College courses may be applied to satisfy a requirement of their major, minor, and/or Nexus. Students should contact the Chair of their major/minor department to seek advice and/or official permission before registering for Five College courses, to determine whether it may apply to the major/minor. The department then signs a Permission form which the student then submits to the Registrar's Office, to record the permission officially.

For Intersession January courses, the maximum credit awarded for a class is 2 credits, with the exception of some approved intensive language courses.

Courses taken at University of Massachusetts through Continuing Education during the Summer or at other points are generally transferred at face value – e.g. a 3-credit Summer or January University of Massachusetts course is generally awarded 3 transfer credits at Mount Holyoke. Courses of unusual format or offered on compressed schedules may be awarded fewer credits.

## Transfer Credit and Other Advance Placement Credit

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

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

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

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

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

## Credit Limits

- No more than 64 credits will be awarded to students for external work, whether taken pre- or post-matriculation, from eligible college-level courses, from Advance Placement work, from study abroad,

summer or January study, study while on leaves, and/or work transferred from Mount Holyoke's PaGE program.

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

## Advance Placement Work

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

- *Advanced Placement program of the College Board*: 4 credits per exam graded 4 or 5.
- *Caribbean Advanced Examinations*: 8 credits per CAPE exam for liberal arts subject units with a score 1, 2, or 3. One non-liberal arts subject may be awarded 4 credits.
- *French Baccalaureate*: 4 credits per eligible exam (score of 10 or above and coefficient of 4 or higher), up to a maximum of 16 credits total.
- *General Certificate of Education (A-Levels)*: A maximum of 32 credits will be granted if a student completes four or more exams with grades of C or better in liberal arts subjects. Credit is not awarded for O-Levels, AS-Levels, nor for the General Paper, nor for "Project Work", nor for "Knowledge and Inquiry".
- *German Abitur*: A maximum of 16 credits for receipt of this degree.
- *International Baccalaureate*: Credit may be granted only for higher level exams awarded a grade of 6 or 7. If the points total is below 36 or any grades are below a 6, the College may grant 8 credits per higher-level exam graded 6 or 7. If three higher levels and grades in all exams taken (including subsidiary) are 6 or 7, and 36 or more total points were earned, 32 credits may be granted.

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

## Transfer Work

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

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

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

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

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

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

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

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

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

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

## Prescheduled and Self-Scheduled Examinations

There are two kinds of final exams at Mount Holyoke—prescheduled and self-scheduled. For a few courses, particularly when audiovisual materials are needed, there is one prescheduled session that all students in the course must attend. Prescheduled examinations are held during the first nine examination sessions. The majority of exams are “self-scheduled,” giving students the flexibility to decide during which session they want 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. Additional information on the honor code (<http://www.mtholyoke.edu/deanofstudents/honorcode.html>).

## Audio/Visual Recordings in the Classroom

To encourage active engagement and academic inquiry in the classroom, as well as to safeguard the privacy of students and faculty, no form of audio or visual recording in the classroom is permitted without explicit permission from the professor/instructor or without a letter from AccessAbility Services, signed by the faculty member, authorizing the recording as an accommodation. Authorized recordings may only be used by a student who has obtained permission and may not be shared or



distributed for any reason. Violation of this policy is an infraction of the Mount Holyoke Honor Code and academic regulations and will result in disciplinary action.

## 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:

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

Other notations appearing on student records are:

- IP (in progress) for a course sequence continuing for more than one semester
- I (incomplete) for courses in which an incomplete extension has been granted
- W (withdrawal from a course)
- CR (credit)
- NC (no credit)

To receive credit for a course, the course grade must be either a CR or a grade of D- or higher. Prior to fall 2007, DR (dropped) was noted for courses dropped after 15 days of classes; and W (withdrawn) was noted for withdrawals approved by the College.

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

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

## Ungraded Option

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

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

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

## Grading System for Five College Courses

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

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

## Incomplete Work

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

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

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

A student wishing to withdraw from the College must, if on campus, meet with one of the academic deans. The academic dean will assist the student in completing the required withdrawal form available for download (<http://www.mtholyoke.edu/academicdeans/withdrawal.html>). If off campus, the student 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 (p. 31) 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, failure to register, illness, or disciplinary infraction.

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

## Privacy of Student Records

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

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

official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

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

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

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

## 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 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 Heidi Freidman and Dean of Faculty Jon Western
- Section 504 and Title IX Coordinator Shannon DaSilva

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

# 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

Admission is determined by a student's overall record of achievement. Successful candidates demonstrate a very 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 an International Baccalaureate (IB program). A typical academic program includes a minimum of three years in core classes (English, mathematics, foreign language, laboratory science, history) that reflect increasing rigor. Please note that while this profile is typical, variations are common and will be considered.

While the greatest weight is attributed to school records and evaluations, consideration is also given to the student's entire portfolio, which includes special talents, particular goals, and unique experiences. The College greatly values how students express themselves in writing, and the admission committee looks closely at all student essay submissions. Finally, the College seeks students whose interests and aspirations match the opportunities offered by Mount Holyoke.

### Standardized Testing: Optional

Since fall 2001, Mount Holyoke has made it optional for applicants to submit standardized tests for admission purposes. Students are welcome to submit Scholastic Aptitude Test (SAT) and ACT scores.

### Application Requirements

- Common Application or Coalition 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; TOEFL or IELTS is required if English is neither the applicant's first language nor the primary language of instruction the applicant used throughout secondary school
- Application fee (\$60)

### 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 be interviewed by an admission representative via Skype, or meet with alumnae representatives in their home or school areas. To sign up for an interview, please complete an Interview Request Form on the Mount Holyoke College website.

## Home Schooling

Mount Holyoke welcomes applications from students whose secondary education and curriculum have been primarily at home, online, and/or does not conform to the established curriculum in an accredited school district. To facilitate the application process, the College advises home-schooled candidates to contact the admission office early in the process. In addition to completing the Mount Holyoke application forms, candidates must submit two letters of recommendation that speak to the candidate's academic and personal qualifications. Students who feel that their application may be enhanced by including traditional measures like standardized test scores may choose to submit either the SAT or ACT. While not definitive in the review process, scores, like grades achieved in college level courses, may add information and context in the evaluation of a student's file for admission.

### 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 spring semester. The College also reviews applications from and admits a cohort of first-year and transfer students for the spring semester.

### Early Decision

The Early Decision Plan is designed for students who have made Mount Holyoke their first choice. Students who choose to apply Early Decision may apply to other colleges, but not through another Early Decision program. If admitted, students are required to withdraw all other applications and notify those colleges of their intent to enroll at Mount Holyoke.

### Transfer Applicants

We welcome transfer applications from those with strong academic records who have completed high school and earned 16 or more transferable credits at an accredited post-secondary institution. Transfer students are admitted in both the fall and spring. Please consult the Office of Admission website (<https://www.mtholyoke.edu/admission>) for application deadlines. Transfer application requirements include:

- Transfer Common Application
- Mount Holyoke College Writing Supplement
- Transfer College Report
- Transfer Mid-Term Report (if currently enrolled)
- Two academic evaluations
- High school transcript(s)
- College transcript(s)
- TOEFL score (if applicable)
- \$60 application fee

For more information regarding transfer credit policies, please refer to the Academic Regulations chapter (p. 23) of the catalog.

### 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 (p. 10)).

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 – so named for renowned 1902 alumna and former Secretary of Labor Frances Perkins – is open to women over 25 years of age who have experienced an interruption in their undergraduate study and wish to complete their first bachelor of arts degree. Younger students who have dependents or are veterans may also apply to the Frances Perkins Program.

A full-time program for Frances Perkins scholars is defined as either 16 credits (four courses) per semester for residential students or 12 credits (three courses) per semester for non-resident, commuting students. Frances Perkins scholars who live on-campus must carry a full-time program while non-resident Frances Perkins scholars have the option to carry a part-time program of 8 credits (two courses) per semester.

As students, Frances Perkins scholars are held to the same degree requirements as our traditional-age students and have full access to the resources and facilities of the College.

### Applying to the Frances Perkins Program

Admission to the Frances Perkins program is highly competitive, and enrollment is limited. Applicants are reviewed in a manner similar to traditional-age students, with appropriate allowance for the special circumstances of the nontraditional student. To be considered for admission, candidates must present a minimum of 40 transferable college credits, preferably in a broad-based, liberal arts program of study. The admission application deadline is March 1 for September enrollment and November 1 for January entrance. An interview, either in person, via Skype, or by phone, is a requirement for all Frances Perkins candidates.

For more information about pursuing undergraduate study through the Frances Perkins program, please complete the inquiry form on the Frances Perkins website, [www.mtholyoke.edu/fp](http://www.mtholyoke.edu/fp) (<http://www.mtholyoke.edu/fp>), or contact the Frances Perkins Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts 01075, 413-538-2077.

## Graduate Admission

### Master of Arts in Teaching

Those interested in applying to the M.A.T. program should submit a completed application, have an undergraduate major (or demonstrate equivalent subject area knowledge) in their desired teaching discipline, and be prepared to submit a passing score on the appropriate Massachusetts Test for Educator Licensure (MTEL). Applicants who have not yet taken the MTEL are still able to apply.

The preferred application deadline is January 15. For details and procedures, see the online application (<https://www.mtholyoke.edu/professional-graduate/mat/how-to-apply>) or the Master of Arts in Teaching information (p. 381) in the catalog. Applications received after the preferred date will be reviewed on a case-by-case basis through May.

### Master of Arts in Mathematics Teaching

Those interested in applying to the M.A.M.T. program (p. 377) must have a teaching license (initial or professional) and at least a bachelor's degree. Prospective students should consult the program's website (<http://mathleadership.org/programs/master-of-arts-in-mathematics-teaching>) for details and to access the online application.

### Master of Arts in Teacher Leadership

Those interested in applying to the M.A.T.L. program (p. 368) must have a teaching license, a bachelor's degree, and a history of effective classroom practice and strong passion for student learning. GRE scores are not required. Interested applicants should consult the program's website (<https://www.mtholyoke.edu/professional-graduate/master-arts-teacher-leadership>) for details and to access the online application.

### Non-degree Study at the Graduate Level

Professional and Graduate Education offers courses, institutes, and workshops open to enrollment by qualified community members, professionals, and undergraduate students equipped to undertake work at the graduate level. More information about these programs is available in the Professional and Graduate Education (p. 368) chapter and its Institutes' admission (p. 397) page.

### Cooperative Ph.D.

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

## Other Undergraduate Degree and Certificate Programs

See Other Degree and Certificate Programs (p. 10) for information about the following: the second Bachelor's degree, dual-degree programs in engineering and Latin American studies, teacher licensure programs, the International Guest student program, and the Certificate for International Students.

# TUITION, FEES, FINANCIAL AID AND FELLOWSHIPS

Tuition and Fees (p. 31)

Financial Aid for Undergraduate Students (p. 33)

Fellowships for Mount Holyoke Alumnae and Graduating Seniors (p. 38)

## Tuition and Fees

### Fixed charges for 2018-2019

Fee	Amount
Undergraduate Tuition (full academic year)	\$49,780
Degree and non-degree non-resident, per credit hour	\$1,560
Room	\$7,160
Board	\$7,500
Student Government Association Fee	\$218
Study Abroad Administrative Fee	\$900
Student Health Insurance	\$2,055
Transcript Fee, per copy	\$4
Auditing Fees (alumnae and local residents may apply to audit courses, if space is available, with permission from the instructor):	
Lecture Courses	no charge
Studio Art Courses	\$1,560
Physical Education, Dance, Beginning Language	\$100

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

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

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

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

Massachusetts law requires that all students have adequate health insurance coverage. Mount Holyoke recommends the Student Health Insurance Plan offered through the College. In July, students are billed for health insurance for one calendar year with coverage beginning August 15. Domestic students may waive coverage with proof of comparable coverage in another plan prior to the start of fall classes (or spring classes for spring matriculants). Students waiving coverage must do so annually by the waiver deadline. All international students are required to carry the Mount Holyoke College Student Health Insurance Plan unless 1) a parent is employed by a U.S. employer or an embassy and has employer-sponsored health insurance that is comparable to the student medical insurance offered at Mount Holyoke, and 2) the health insurance will cover the student for all routine care while the student is at college.

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

For Professional and Graduate Education Program fees, please see the PaGE section (p. 366) of the catalog.

## Other Fees

### Enrollment Deposit

An enrollment deposit of \$500 is required from all new students entering the College. The enrollment deposit is nonrefundable and will be credited to the first semester bill.

### Music Performance Studies Fees (per semester)

Weekly individual lessons for non-majors:

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

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

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

### Riding Fees (per semester)

Fee	Amount
Standard group riding (all types/levels), 60 min., twice/week, 17 lessons:	\$765
Private lessons (PE credit) 45 min., once/week, 9 lessons:	\$720
Private lessons (PE credit) 45 min., twice/week, 17 lessons:	\$1360
Semiprivate lessons (PE credit) 45-60 min., once/week, 9 lessons:	\$495
Semiprivate lessons (PE credit) 45-60 min., twice/week, 17 lessons:	\$935
Noncredit instruction, private, 45 minutes:	\$80



Noncredit instruction, semiprivate, \$50  
60 minutes:

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

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

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

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

### **Golf Fees (per semester)**

Two lessons per week, all equipment provided: \$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: RAD self defense, 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: fees determined by certification level
- Lifeguard Training and Water Safety Instructor: fees to be determined annually by the American Red Cross

### **Theatre Arts Design**

Costume Design, Set Design, Costume Construction, and Technical Theatre, per course, \$50 materials fee.

## **Timetable for Payments for 2018-19**

Fall semester fees are due July 31, 2018.

Spring semester fees are due January 5, 2019.

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

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

## **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. Per federal regulation, student account information will not be shared with anyone who is not authorized by the student. Students may view charges and credits on their student account by logging in to [my.mtholyoke.edu](http://my.mtholyoke.edu) and choosing "Course Registration and Bill Payment" then "Student Account and Payment" from the Self-Service Menu. Students may authorize parents, guardians, or others for bill

viewing and payment by creating an authorized user account in the student account billing system.

Past due balances will incur a late fee of 1% each month on balances over \$100. Protected checks will incur a fee of \$25.

No student may register for classes, participate in housing lottery, or receive a degree, diploma, or transcript until the student's bill is paid.

## **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 is required to enroll in the payment plan.

### **Financing Options**

Mount Holyoke has several financing options to help manage Mount Holyoke expenses. For more information, please contact Student Financial Services or visit the website (<https://www.mtholyoke.edu/sfs>).

#### **Parent PLUS Loan**

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

#### **MEFA Loan**

Funded by the Massachusetts Educational Financing Authority (MEFA), the fixed or variable interest rate Undergraduate MEFA loan allows students and their families to borrow from a minimum of \$2,000 up to the full cost of education less financial aid at more than 70 Massachusetts colleges and universities. Residents of all states are eligible to apply at the MEFA website (<http://www.mefa.org/collegeloans>). Students and co-borrowers must be U.S. citizens or permanent residents.

#### **Alternative Student Loans**

Students also have the option of applying for an alternative student loan. Various commercial lenders offer these non-need-based loans. Interest rates are generally variable and may be higher over the long term than the rates of federal need-based student loans and parent loans. These loans are not subsidized and unpaid interest will be capitalized into the principal earlier and more frequently than with federal loans. 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 who is a permanent resident or citizen of the U.S. The maximum amount of loan the College will certify is the cost of education minus any financial aid. For more information visit our website ([http://www.mtholyoke.edu/sfs/alternative\\_loans.html](http://www.mtholyoke.edu/sfs/alternative_loans.html)). Because of the high cost involved, these loans

should be considered only after lower cost federal student loans or parent loan options have been exhausted.

## Refund Policy

Students who withdraw or take a leave of absence during the semester will be refunded per the schedule outlined below. The official withdrawal date for a student is determined by the Academic Dean's office. The Academic Dean's office must receive written notice of the student's intent to withdraw. Please see "Withdrawal from the College" in the Academic Regulations chapter (p. 23) 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:

### Refund Schedule

Tuition, room, and board refunds:

Weeks	Percentage
Week 1	90%
Weeks 2-3	75%
Weeks 4-5	50%
Weeks 6-7	25%

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

Tuition charges for approved off-campus Frances Perkins students will be increased or decreased accordingly based on the number of credits during the add/drop period of each semester (until the end of the fifteenth day of classes). No per-credit tuition adjustments will be made for classes dropped after the fifteenth day of classes unless the student takes a leave of absence or withdraws from the College at which point the above refund schedule will apply. State and/or federal aid will be adjusted for students at part-time status as of the last day to drop classes. Any credits dropped after the fifteenth day of classes each semester will be counted, for financial aid purposes, toward the 128 attempted credit maximum for students charged by the credit. For more information, please see the Financial Aid chapter (p. 33).

### 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 students may retain is based on the number of days they were enrolled in the semester. After 60 percent of the semester is over, students are eligible to retain all of their 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 Supplemental Educational Opportunity Grant (SEOG)
- Federal TEACH 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 the student 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 reductions in aid will be distributed in the following order:

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

Mount Holyoke non-need based grants and scholarships will be adjusted based on the tuition refund schedule.

## Tuition Refund Insurance

The College has partnered with GradGuard, a service of Next Generation Insurance Group, to offer a tuition refund insurance 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 less financial aid if an insured student is forced to withdraw from the College during the semester as a result of personal injury or other medical reasons. Tuition insurance reimburses students for up to 100 percent of tuition, room, and board costs. This policy must be purchased before the first day of classes and covers the academic year. For more information, visit the SFS website ([https://www.mtholyoke.edu/sfs/cost/tuition\\_insurance](https://www.mtholyoke.edu/sfs/cost/tuition_insurance)).

## Financial Aid for Undergraduate Students

Student Financial Services is an important resource for families, whether or not they apply for financial aid. The College participates in a number of parent financing plans and offers a semester payment plan (see the Tuition and Fees (p. 31) chapter).

Mount Holyoke need-based financial aid is only available for degree-seeking undergraduate students. Federal loans are available for graduate students. More information may also be found in the Professional and Graduate Education (p. 406) section of the catalog.

## Billed Costs and Total Cost of Attendance

The total cost of attendance (also called "student budget") includes the billed costs of tuition, room and board, the Student Government Association (SGA) fee, and estimated costs for personal and book expenses. Domestic students who travel from a distance will see estimated costs for travel.

2018-2019 Budget:

Expense	Amount
Tuition	\$49,780
Room and board	\$14,660
SGA	\$218
Books/personal expenses	\$1,900
Total	\$66,558

A student's financial aid eligibility is the difference between the cost of attendance and the calculated family contribution. A student is eligible for need-based financial aid if the family contribution is less than the cost of attendance.

## The Family Contribution

The College uses a combination of institutional and federal methodologies to calculate a family contribution. The family contribution consists of a parent and a student contribution.

In determining the parent contribution, a number of factors are considered including parent taxable income and untaxed income, parent assets, the number of dependents in the household, and the number of dependent children attending four-year undergraduate institutions.

The student contribution is determined after a review of student income and assets, including trusts. Students are expected to contribute 25% of the value of their assets each year and a minimum contribution from summer earnings of \$2,750 for dependent students and \$3,750 for independent students.

## The Family Contribution from Year to Year

The calculated family contribution will be consistent from year to year unless changes occur such as a significant change in family income or assets, a change in the number of dependents supported, or a change in the number of dependent children attending undergraduate institutions. Students should expect to have slight increases in the student contribution each year.

## Reapplying for Aid

U.S. Citizens, Permanent Residents and undocumented and DACA students must reapply for financial aid each year to be considered for institutional need-based aid from Mount Holyoke. When *only* federal financial aid is requested, U.S. Citizens and Permanent Residents need only complete the Free Application for Federal Student Aid (FAFSA) each year.

## Divorced or Separated Parents

While Mount Holyoke will consider special circumstances, a student's biological or adoptive parents are expected to financially support their child's education as much as possible regardless of separation, divorce, or willingness to contribute. When determining eligibility for Mount Holyoke assistance, the College considers financial information from both parents and spouses or partners. In cases where families include partners of parents, the partner is considered as a noncustodial or custodial parent, regardless of marital status.

## Requests for Additional Aid (Appeals)

Student Financial Services accepts requests for reconsideration of a family contribution under certain circumstances. These circumstances include financial support of an elderly grandparent, unreimbursed medical expenses, additional dependents who will be attending college full-time at a U.S. institution, or long-term loss of employment. Cash flow problems or business or consumer debt cannot be considered. Loss of employment, when it occurs in the academic year that the student is applying for aid, is considered at the end of the fall semester. Any additional grant funding will apply to the spring semester only.

Requests for reconsideration must be accompanied by documentation. The Request for Reconsideration Form ([https://www.mtholyoke.edu/sfs/forms\\_deadlines](https://www.mtholyoke.edu/sfs/forms_deadlines)) is available on the Student Financial Services website. While an increase in aid is not always possible, each request is assessed thoroughly and equitably. Students are expected to maximize all federal and institutional need-based loan eligibility before additional grant aid can be considered.

## Applying for Financial Aid

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

Admission applicants must indicate their intent to apply for need-based financial aid from Mount Holyoke on the admission application. Those who do not identify as aid applicants will not be considered for need-based aid from the College until they complete two semesters of enrollment at Mount Holyoke. This limit does not apply to federal financial aid. Federal aid may be applied for at any time during the application cycle or the academic year by completing the Free Federal Application for Financial Aid (FAFSA). Admission applicants do not need to apply for financial aid to be considered for merit scholarships.

*Applicants for financial aid should plan to meet the deadline that applies to their specific admission application plan (see below). We accept late applications; however, students with incomplete applications may not receive financial aid eligibility information when admission decisions are released.*

*Priority filing dates apply to applications for financial aid in 2018-19.*

## Required Documents and Due Dates

### Regular Decision

- February 1: File the CSS Profile (custodial and noncustodial parents, if applicable) and FAFSA.
- February 1: Upload to the College Board's Institutional Documentation Service (IDOC), parent and student 2016 year federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns.
- Financial aid notification occurs in mid-March.

### Early Decision I

- November 20: File the CSS Profile (custodial and noncustodial parents, if applicable) and FAFSA.
- November 20: Upload to the College Board's Institutional Documentation Service (IDOC), parent and student 2016 year federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns.
- Financial aid notification occurs in mid-December.

### Early Decision II

- January 5: File the CSS Profile (custodial and noncustodial parents, if applicable) and FAFSA.
- January 5: Upload to the College Board's Institutional Documentation Service (IDOC), parent and student 2016 year federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns.
- Financial aid notification occurs in late January.

### Transfer Applicants

- March 5 for fall transfers, November 5 for spring transfers: File the CSS Profile (custodial and noncustodial parents, if applicable) and FAFSA.
- March 5 for fall transfers and November 5 for spring transfers: Upload to the College Board's Institutional Documentation Service (IDOC), parent and student 2016 year federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns.
- Notification of eligibility: Late March for fall admission, late December for spring admission.

### Frances Perkins Program Applicants

- All required documents should be filed by March 5 for fall admission and November 5 for spring admission. Financial aid notification occurs in late March for fall enrollment and late December for spring enrollment.
- U.S. citizens and permanent residents file the FAFSA to be considered for federal and state grants, loans, and student employment.
- International and undocumented/DACA applicants file the CSS Profile to be considered for need-based student loans and student employment.
- All non-resident Frances Perkins students complete the Enrollment Questions found on Financial Aid Online (<https://www.mtholyoke.edu/sfs/finaidonline>).

### International Students

International applicants must indicate their intent to apply for need-based financial aid from Mount Holyoke on the admission application. Those who do not cannot be considered for need-based aid from the College while enrolled at Mount Holyoke regardless of changes in family financial circumstances. International students' family contributions are determined when they first apply to the College. The family contribution is calculated based on an assessment of a family's income and asset information and verified with additional documentation such as certified letters from parents' employers or income tax documents. Per College policy, the same family contribution initially calculated will be required each year until graduation. International students are responsible for the cost of the student health insurance premium, visa, and travel expenses, as well as the calculated family contribution.

### Required Documents and Due Dates

- File the CSS Profile by: November 15 for ED I, January 1 for ED II, January 15 for Regular Decision, March 1 for fall transfer, November 1 for spring transfer.
- Email the 2016 parent tax return or other verification of income directly to [sfs@mtholyoke.edu](mailto:sfs@mtholyoke.edu). (The same due dates apply as for the CSS Profile above.)
- File the a second CSS Profile if student's biological or adoptive parents are divorced or separated. (The same due dates apply as for the CSS Profile.)
- Financial aid notification with admission decision if aid application is complete.

### Deferred Action (DACA) or Undocumented Students

Undocumented or DACA students should complete the CSS Profile and upload parent and student U.S. federal taxes (on non-filer statement if not required to file) to the College Board's Institutional Documentation Service (IDOC). The deadlines of the program for which they are applying should be followed. Undocumented and DACA students reapply for financial aid each year.

### Renewal Applications

U.S. Citizens and permanent residents must reapply for federal and institutional financial aid each year. Note: The CSS Profile is not required for students applying for federal aid only, including Frances Perkins scholarship recipients. The FAFSA is required for students applying for federal financial aid.

### Required Documents and Due Dates

- February 1: File the CSS Profile (custodial and noncustodial parents, if applicable) and FAFSA by February 1. (Frances Perkins students do not file the CSS Profile in most cases.)
- February 1: Federal tax returns are not required of all returning students. If required, upload parent and student federal tax returns, W-2s, and any required supplemental information such as corporate/business tax returns to the Image Documentation (IDOC) service of the College Board.

Late applications are subject to a decrease in grant aid and a corresponding increase in student self-help (loan or campus employment) of \$500. Applications completed after July 15 may not receive full consideration for institutional funding.

Notification of eligibility: May if file is complete by February 1.

## The Financial Aid Package

Need-based financial aid packages typically consist of a combination of grant, loan, and campus employment.

### Grant Aid

Grant aid does not need to be repaid. Grant funding comes from institutional, federal, and state sources.

### Mount Holyoke College Need-based Grants

Need-based College grants are awarded based on demonstrated financial aid eligibility as determined by the College. Funding is provided by endowment earnings, the annual operating budget, and gifts from alumnae, parents, and friends. Need-based grants funded by the College include Mary Lyon Grant, Mount Holyoke Grant and the Health Insurance Grant.



## Federal Grants

Pell Grant: Students with high demonstrated financial need, as determined by federal guidelines, are eligible for the Pell grant. On average, students with a family adjusted gross income of \$40,000 or less are eligible for the grant. Grants range from \$650 to \$6,095 in 2018-19.

Supplemental Educational Opportunity Grant (FSEOG): SEOG grants range from \$500 to \$1,500 and are included in the financial aid package of students who are also eligible for the Pell grant depending on availability of SEOG funds.

## State Grants

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

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

**Note: If a student receives a federal or state grant that was not included in the original financial aid package, the Mount Holyoke grant is reduced by the amount of the federal, state, or provincial funding. This additional grant does not reduce the family contribution. If a student does not meet the appropriate deadline or complete the required paperwork to determine eligibility for federal or state grants, College grant will not make up the lost government funding.**

## Student Loans

A federal, state or Mount Holyoke College student loan, or combination of student loans, is included in most financial aid packages. The packaged loan amount increases approximately \$1,000 each year. Total estimated student loan debt over four years will range from approximately \$20,000 to \$30,000 depending on institutional packaging policies and whether or not the student borrows the maximum loan amount per federal guidelines.

Links to entrance counseling and other required loan documents can be found at the SFS website (<http://www.mtholyoke.edu/sfs>). Students may decline a student loan included in the financial aid package by emailing Student Financial Services ([sfs@mtholyoke.edu](mailto:sfs@mtholyoke.edu)).

### ***Federal Direct Student Loan (FDSL) - Subsidized***

A subsidized FDSL is need-based and determined by filing the FAFSA and by year in school. The federal government does not charge interest before repayment begins or during authorized periods of deferment (postponement of repayment). Repayment of principal and interest begins six months after a student graduates or ceases being enrolled at least half time.

### ***Federal Direct Student Loan (FDSL) - Unsubsidized***

All U.S. Citizens and permanent residents students are eligible for an unsubsidized FDSL regardless of need. The total amount of eligibility depends on the year in school. A FAFSA must be filed in order to receive an unsubsidized FDSL. The federal government charges interest on the unsubsidized FDSL from the time the loan is disbursed until the loan is paid in full. There is an option to defer payment of interest during school; that interest is capitalized (added to the principal) at repayment. Repayment begins six months after a student graduates or ceases being enrolled at least half

time.

The FDSL has a fixed rate set by the federal government each July. An origination fee is deducted from the total amount of the loan. The amount of the origination fee changes each year on October 1. The student borrowing the loan is required to sign a master promissory note and complete entrance counseling online. The master promissory note is signed once but covers additional FDSL borrowed in future years.

### ***Mount Holyoke College and Global Loan***

These College funded loans are awarded to students demonstrating financial need. The interest rate is 8% and accrues once repayment begins. Repayment of principal and interest begins six months after the student graduates, withdraws, takes a nonacademic leave of absence, or ceases to be enrolled at least half-time. A promissory note and federally mandated disclosures must be completed by the student prior to accepting the loan. A promissory note and disclosure notice 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. Students earn approximately \$2,400 for seven to eight hours of work per week while classes are in session. Students are paid every two weeks. Earnings from student jobs are paid directly to the student and may be used for books and personal expenses. Students may decline the offer of work study by notifying Student Financial Services ([sfs@mtholyoke.edu](mailto:sfs@mtholyoke.edu)).

The Career Development Center coordinates the posting of on-campus jobs. Off-campus community service positions are coordinated through the Community-Based Learning office. The College hires students in residence halls, administrative offices, academic departments, the library, and facilities management. In general, first-year students seeking Level 1 jobs should seek employment in the summer or early fall of their first semester. Students secure jobs using JobX, a student job board, and a Virtual Spring Job Fair (online), designed to help students with work study find jobs for the following fall. Students with work study are eligible to apply for jobs of any level. Students without work study may apply for jobs in levels 2 through 5. While the College makes every effort to post all available jobs, students are not guaranteed employment, even if work study is included in the financial aid package.

## **Merit-Based Scholarships and Grants (Non-need-based): Trustee; 21st Century and J. Chin Scholarships; Posse; Mount Holyoke College Leadership and Global Perspective Awards; Frances Perkins Tuition Scholarships; and Tuition Assistance Grants**

The Office of Admission determines eligibility for merit-based awards. Students do not need to apply for need-based financial aid to be considered for merit-based scholarships. Merit-based scholarships are not transferable for study at another institution; however, students who are eligible to study abroad and who need financial assistance may apply for a Laurel Fellowship. Please see "Financial Aid for Study Abroad and Other Off-Campus Study" for additional information.

Non-need based funding, including merit-based scholarships, is renewed annually for up to eight semesters for first year students provided the student is enrolled full-time and remains in good academic standing. The

Frances Perkins Tuition Scholarship for resident (on campus) Frances Perkins students is limited based on the total number of credits accepted for transfer at any point. Credits transferred to the College due to a semester or year of study abroad or academic leave count toward the semester limit, whether or not financial aid from the College was provided for these credits. The Frances Perkins Tuition Scholarship for commuting (non-resident) Frances Perkins students is limited to a cumulative total of 128 credits. Commuting Frances Perkins students must be enrolled at least half-time to retain eligibility. The 128-credit total includes transfer credits applied toward the Mount Holyoke degree. Frances Perkins students should plan their course of study with this in mind.

Students continuing on academic probation for more than one semester or suspended for academic reasons or behavioral reasons are ineligible to retain the non-need-based scholarship or grant. Students may also lose eligibility for honor code violations.

Non-need-based aid is refunded based on the refund schedule for tuition. (See the Tuition and Fees (p. 31) chapter.) For example, if 25% of tuition is refunded for the semester, the scholarship will be reduced by 25% for the semester. A student who takes a medical leave during a semester may appeal for the remaining portion of that semester's scholarship to be applied to an additional semester needed to complete course requirements. Students who need an additional semester of aid due to a medical leave may also appeal for additional need-based aid for the additional semester.

## Outside Scholarships

Mount Holyoke encourages students to apply for outside scholarships. Outside scholarships can reduce the student's debt or help manage the family contribution.

Any outside scholarships received, per College and federal policy, must be considered part of the student's financial aid package. Students receiving outside scholarships should notify Student Financial Services (sfs@mtholyoke.edu) as soon as possible.

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

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

International students who secure sponsorship funding prior to admission or enrolling at Mount Holyoke must notify Student Financial Services to discuss the impact on need-based financial assistance.

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 here (<http://www.mtholyoke.edu/go/outsidescholarships>). Current students may also research direct apply scholarship information at the Fellowships Office.

## Employer Benefit

When a parent receives a tuition benefit through an employer, this funding is treated as an outside scholarship, first reducing need-based loans and student employment (federal and institutional) and then any College

grant. Tuition grants may only cover tuition. If a combination of tuition grants or scholarships from the College and employers/scholarship agencies exceeds tuition costs, the non-need-based grants from the College will be adjusted accordingly. If a parent receives a tuition benefit for student educational expenses and this benefit is not listed in the financial aid package, please notify Student Financial Services.

## Veterans' Benefits (Including Yellow Ribbon)

Veterans' benefits will be treated as other outside scholarships for the purposes of determining remaining institutional grant eligibility for dependent students. These benefits include housing allowances and book stipends sent directly to the student. Mount Holyoke participates in the Yellow Ribbon program with a matching grant of up to \$10,000 per student per year for undergraduates and \$5,000 per student per year for graduates and post baccalaureate students. Veterans' tuition benefits may impact non-need-based financial aid from the College including Frances Perkins Tuition Scholarships.

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

To support study abroad, Mount Holyoke offers the Laurel Fellowship which is need-based. Other Mount Holyoke scholarships and grants, including Tuition Assistance Grants, cannot be used for study abroad. Students who are U.S. Citizens and who study abroad are eligible for federal financial aid. In order to determine eligibility for the Laurel Fellowship, students must submit a consortium agreement from the study abroad program and a completed financial aid application. The consortium agreement is used to determine the cost of attendance and need-based eligibility for Laurel funding. For those receiving only federal financial aid, a consortium agreement is also required. Mount Holyoke does not charge the student MHC tuition or room and board for study abroad in most cases. Typically, students pay the program fees directly to the program. Any financial aid (including educational financing) will be credited to the student account and applied toward Mount Holyoke charges (e.g. Study Abroad Administrative Fee, currently \$900 per semester). Any excess credit balance will be sent to the student to assist with program expenses. To receive the credit balance a student must complete a Disbursement Form, available on the Student Financial Services website.

For more information about available funds and application procedures, visit the McCulloch Center for Global Initiatives website (<http://www.mtholyoke.edu/global>). In addition, please see the information about study abroad in the Special Programs and Resources (p. 13) chapter under The Dorothy R. and Norman E. McCulloch Center for Global Initiatives.

## Financial Aid Policies

### Disbursing Funds

Financial aid funds are disbursed on a per-semester basis and are disbursed at the beginning of each semester provided a student has completed all financial aid application requirements including loan requirements. Students should sign in to Financial Aid Online (<http://www.mtholyoke.edu/go/finaidonline>) for information regarding missing information.

*For both initial and returning applicants, a student cannot start classes or move into a residence hall until the appropriate semester fees have been paid in full or provisions for payment plans and/or loans have been approved by Student Financial Services. To order transcripts, current and former students'*

*loans and student accounts must be in good standing with no past due balances.*

## 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 (p. 23) or as defined by the Department of Education (for federal aid). Students placed on academic probation are eligible for federal and institutional aid the first semester they are on academic probation. If academic probation is continued, eligibility for federal financial aid will be revoked. Students will be eligible for institutional funding for the second semester of academic probation. Students will not be eligible for institutional or federal funding if they remain on academic probation for a third semester.

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

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

## Funding Limitations

Resident students who enter as first-time, first-year students are eligible for a maximum of eight semesters of financial aid, need-based or non-need-based, from Mount Holyoke. College funding for transfer students and on-campus (resident) Frances Perkins students is limited based on the total number of credits accepted for transfer at any point (e.g. a student who transfers in 64 credits is eligible for a maximum of four semesters of College funding). Off-campus (commuting) Frances Perkins students receive funding for up to 128 attempted credits including any credits transferred to Mount Holyoke. Credits transferred to the College due to a semester or year of study abroad or academic leave will count toward the semester limit, whether or not financial aid from the College was provided for these credits. Students should plan their course of study with these maximums in mind. All resident students are expected to take 16 credits per semester unless approved for a reduced course load due to a medical accommodation. Regardless of the numbers of credits attempted in a semester, a semester of residence will count as 16 credits toward the 128 credit limit. Commuting Frances Perkins students must take a minimum of eight credits a semester to be considered for financial aid. Students may appeal the loss of funding eligibility based on transferring in credits if the credits are needed to replace courses attempted at Mount Holyoke College but not earned. Students should submit appeals with supporting documentation to Student Financial Services. Please refer to the Student Financial Services website for additional information on funding limitations including a conversion table for transfer credits to equivalent semesters of funding eligibility. Students who must take a nonacademic leave for medical reasons after a semester has begun may request an additional semester of need-based funding at a later date, if needed, by writing to Student Financial Services

with the request and authorizing Health or Counseling Services to verify the leave was for medical reasons. Student Financial Services may also request confirmation from the Academic Dean’s office that the additional semester is required to complete the degree. Students living off campus who have medical withdrawals from courses during a semester may also request consideration for additional funding.

## Adding/Dropping Courses

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

## Independent Status

In determining eligibility for need-based financial aid from Mount Holyoke, the College follows the federal definition of an independent student (as listed below), with the following important exception: If a student enrolls as a dependent student at Mount Holyoke, the student will always be considered a dependent student, regardless of changes in family situation, marital status, time away from the College due to nonacademic leave, or withdrawal status. To be considered an independent student according to the federal definition, a student must be one of the following:

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

In some cases a student will be asked to supply parental or guardian information even if the student meets the above federal requirements. Please contact Student Financial Services ([sfs@mtholyoke.edu](mailto:sfs@mtholyoke.edu)) with any questions regarding independent student status.

## Financial Aid for Summer Study

The College does not process or provide financial aid for undergraduate summer study at Mount Holyoke or other institutions.

# 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 November 30. For detailed information,

see the Fellowships page (<http://alumnae.mtholyoke.edu/career/alumnae-fellowships>).

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

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

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

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

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

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

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

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

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

## Graduate Fellowships Awarded by Departments

### Art and Art History

Request applications from the academic department coordinator or find them on the department website.

*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. Applications are due the last week of March.

*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. Applications are due March 22.

### 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 23.

*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 academic department coordinator. 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. 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 the English awards webpage (<http://www.mtholyoke.edu/acad/english/awards.html>) for further information about funding opportunities and application deadlines.

### History

Application available here (<https://www.mtholyoke.edu/acad/history/skinner-application>). Applications are due February 1.

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

### International Relations, Law, and Politics

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

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

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

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

### Physics

Applications due by May 1 to the academic department coordinator.

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



## **Psychology**

Request applications from the academic department coordinator.  
Applications are due April 15.

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

# AREAS OF STUDY A-Z

**2019-20 Course Preview PDF** ([https://www.mtholyoke.edu/sites/default/files/registrar/bulletin/docs/2019-20\\_Course\\_Preview\\_03-22-19.pdf](https://www.mtholyoke.edu/sites/default/files/registrar/bulletin/docs/2019-20_Course_Preview_03-22-19.pdf))

Offering	Major	Minor	Cert / Other	Nexus	Level
African Studies (p. 44)			5college cert. (p. 44)		ugrad
Africana Studies (p. 45)	Major (p. 45)	Minor (p. 46)			ugrad
Ancient Studies (p. 53)	Major (p. 53)	Minor (p. 53)			ugrad
Anthropology (p. 54)	Major (p. 54)	Minor (p. 54)			ugrad
Arabic (p. 60)		Minor (p. 60)			ugrad
Architectural Studies (p. 61)	Major (p. 61)	Minor (p. 62)			ugrad
Art History (p. 63)	Major (p. 64)	Minor (p. 64)			ugrad
Art Studio (p. 70)	Major (p. 70)	Minor (p. 71)			ugrad
Asian Studies (p. 75)		Minor (p. 76)			ugrad
Asian/Pacific/American Studies (p. 82)			5college cert. (p. 82)		ugrad
Astronomy (p. 83)	Major (p. 83)	Minor (p. 83)			ugrad
Biochemistry (p. 86)	Major (p. 86)				ugrad
Biological Sciences (p. 88)	Major (p. 89)	Minor (p. 89)			ugrad
Bio-Mathematical Sciences (p. 96)			5college cert. (p. 96)		ugrad
Buddhist Studies (p. 96)			5college cert. (p. 96)		ugrad
Chemistry (p. 97)	Major (p. 97)	Minor (p. 99)			ugrad
Chinese (p. 103)		Minor (p. 104)			ugrad
Classics (p. 105)	Major (p. 105)	Minor (p. 106)			ugrad
Coastal and Marine Sciences (p. 108)			5college cert. (p. 109)		ugrad
Cognitive Neuroscience (p. 109)			5college cert. (p. 109)		ugrad
College Courses (p. 110)			Other courses (p. 110)		ugrad
Computer Science (p. 110)	Major (p. 111)	Minor (p. 111)			ugrad
Critical Social Thought (p. 115)	Major (p. 116)	Minor (p. 116)			ugrad
Culture, Health, and Science (p. 127)			5college cert. (p. 128)		ugrad
Curricular Support Courses (p. 128)			Other courses (p. 128)		ugrad
Dance (p. 130)	Major (p. 131)	Minor (p. 132)			ugrad
Data Science (p. 137)				Nexus (p. 138)	ugrad
Development Studies (p. 139)				Nexus (p. 139)	ugrad
East Asian Studies (p. 140)	Major (p. 141)				ugrad
Economics (p. 142)	Major (p. 142)	Minor (p. 143)			ugrad

Education (with teacher licensure) (p. 322)		Minor (p. 324)		ugrad
Educational Policy and Practice (p. 147)			Nexus (p. 148)	ugrad
Educational Studies (p. 148)		Minor (p. 149)		ugrad
Engineering (p. 150)			Nexus (p. 150)	ugrad
English (p. 151)	Major (p. 151)	Minor (p. 152)		ugrad
Entrepreneurship, Organizations, and Society (p. 167)		Minor (p. 167)		ugrad
Environmental Studies (p. 169)	Major (p. 170)	Minor (p. 171)		ugrad
Ethnomusicology (p. 178)			5college cert. (p. 179)	ugrad
Film Studies (p. 179)	Major (p. 179)	Minor (p. 180)		ugrad
First-Year Seminars (p. 185)			Other courses (p. 185)	ugrad
French (p. 191)	Major (p. 192)	Minor (p. 193)		ugrad
Gender Studies (p. 196)	Major (p. 196)	Minor (p. 197)		ugrad
Geography (p. 207)	Major (p. 207)	Minor (p. 208)		ugrad
Geology (p. 210)	Major (p. 211)	Minor (p. 211)		ugrad
German Studies (p. 215)	Major (p. 217)	Minor (p. 217)		ugrad
Global Business (p. 221)			Nexus (p. 221)	ugrad
Greek (p. 222)	Major (p. 222)	Minor (p. 222)		ugrad
History (p. 223)	Major (p. 224)	Minor (p. 224)		ugrad
Institutes for Educators (p. 396)			Other courses (p. 396)	grad
International Relations (p. 235)	Major (p. 236)		5college cert. (p. 237)	ugrad
Italian (p. 238)	Major (p. 239)	Minor (p. 239)		ugrad
Japanese (p. 242)		Minor (p. 242)		ugrad
Jewish Studies (p. 243)		Minor (p. 243)		ugrad
Journalism, Media, and Public Discourse (p. 246)			Nexus (p. 246)	ugrad
Latin (p. 247)	Major (p. 248)	Minor (p. 248)		ugrad
Latin American Studies (p. 250)	Major (p. 250)	Minor (p. 250)		ugrad
Latin American, Caribbean, and Latino Studies (p. 253)			5college cert. (p. 253)	ugrad
Latina/o Studies (p. 254)		Minor (p. 254)		ugrad
Law, Public Policy, and Human Rights (p. 257)			Nexus (p. 257)	ugrad
Logic (p. 258)			5college cert. (p. 258)	ugrad
Master of Arts in Mathematics Teaching (p. 377)	MAT (p. 377)			grad

Master of Arts in Teacher Leadership (p. 368)	MAT (p. 368)		grad
Master of Arts in Teaching (p. 381)	MAT (p. 381)		grad
Mathematics (p. 258)	Major (p. 259)	Minor (p. 259)	ugrad
Middle Eastern Studies (p. 263)	Major (p. 263)		5college cert. (p. 264) ugrad
Museums, Archives, and Public History (p. 265)			Nexus (p. 265) ugrad
Music (p. 266)	Major (p. 267)	Minor (p. 267)	ugrad
Native American and Indigenous Studies (p. 282)			5college cert. (p. 282) ugrad
Neuroscience and Behavior (p. 282)	Major (p. 283)		ugrad
Nonprofit Organizations (p. 284)			Nexus (p. 284) ugrad
Philosophy (p. 285)	Major (p. 285)	Minor (p. 285)	ugrad
Physical Education and Athletics (p. 292)			Other courses (p. 292) ugrad
Physics (p. 298)	Major (p. 299)	Minor (p. 300)	ugrad
Politics (p. 303)	Major (p. 304)	Minor (p. 304)	ugrad
Psychology (p. 315)	Major (p. 316)	Minor (p. 316)	ugrad
Psychology and Education (p. 322)	Major (p. 323)		ugrad
Queer and Sexuality Studies (p. 328)			5college cert. (p. 328) ugrad
Religion (p. 329)	Major (p. 329)	Minor (p. 329)	ugrad
Reproductive Health, Rights and Justice (p. 334)			5college cert. (p. 334) ugrad
Romance Languages and Cultures (p. 334)	Major (p. 335)	Minor (p. 335)	ugrad
Russian and Eurasian Studies (p. 336)	Major (p. 337)	Minor (p. 337)	ugrad
Russian Culture and Literature (p. 336)		Minor (p. 337)	ugrad
Russian, East European, and Eurasian Studies (p. 340)			5college cert. (p. 340) ugrad
Russian Language (p. 336)		Minor (p. 337)	ugrad
Russian Literature and Culture (p. 336)	Major (p. 337)		ugrad
Sociology (p. 341)	Major (p. 341)	Minor (p. 341)	ugrad
South Asian Studies (p. 345)	Major (p. 345)		ugrad
Spanish (Hispanophone Studies) (p. 346)	Major (p. 347)	Minor (p. 347)	ugrad
Statistics (p. 353)	Major (p. 353)	Minor (p. 354)	ugrad
Sustainability Studies (p. 355)			5college cert. (p. 355) ugrad
Theatre Arts (p. 356)	Major (p. 356)	Minor (p. 357)	ugrad



# Key to Course Listings

## Catalog Updates

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

## Course Classification

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

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

## Anatomy of a Course Listing

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

- Course subject, number, and title
- The term(s) in which the course is planned to be offered – e.g. “Fall”, “Spring”, or “Not Scheduled for this Year”
  - Note that course offering plans do evolve after production of the catalog, so students should check the schedule of classes during advising week each semester to confirm the availability of particular courses
- The course description
- Any College-wide undergraduate degree requirements to which it can be applied – e.g. “Science and Mathematics” if it has been designated to count towards the Science and Mathematics distribution requirement. If multiple requirements are listed, usually a student may count the course towards one of the listed requirements and not all. However, there are some combinations of requirements which a student is allowed to fulfill through a single course. For a full description of the College-wide requirements and these “double-counting” rules, please see the Bachelor of Arts Degree and Requirements (p. 7) chapter
- Instructor(s)
- Any restrictions defining who may register for the course
- Any prerequisites of the course – e.g. course(s) which must be taken before this one
- Advisory notes, if any, that alert the student to additional required actions or recommended prerequisites
- Corequisites if this course must be taken at the same time as another, such as a required lab that must also be taken with this course
- Number of semester credits awarded upon completion (or non-academic PE units for Physical Education courses). When a range of credits is listed – e.g. 1-4 – the course may be taken for varied credit values within the specified range. Consult the instructor for further information about course requirements at the different credit values and then select the correct credit value when registering
- Any other notes about the course

## Key to Abbreviations and Symbols

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

## Prerequisites

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

## African Studies

### Overview and Contact Information

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

### See Also

Africana Studies (p. 45)

### Contact Information

Olabode Omojola, Council Chair, Five College Professor of Music

<http://www.fivecolleges.edu/sites/african/>

## Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
A minimum of six approved courses from at least four different departments, programs, or disciplines. Each course should carry at least three credits, and at least fifty percent of its content should be devoted to Africa. These must include: <sup>1</sup>		
	At least one course providing historical perspective on Africa. (Normally the course should offer at least a regional perspective.)	
	At least one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology)	
	At least one course on Africa in the fine arts and humanities (art, folklore, literature, music, philosophy, religion)	

Proficiency through the level of the second year of college, in either an indigenous or colonial language in Africa other than English. This requirement may be met by examination or course work.<sup>2</sup>

**Total Courses** 6-10

<sup>1</sup> Approved courses for the certificate are listed on the certificate's website (<https://www.fivecolleges.edu/african/courses>).

<sup>2</sup> These language courses may not count toward the minimum of six courses required for the certificate.

## Additional Specifications

- No more than three courses in any one department or program may count toward the six required in Section A.
- A certificate candidate may present courses taken in Africa, but normally at least three of the required courses must be taken in the Five Colleges.
- A candidate must earn a grade of B or better in every course for the certificate; none may be taken on a pass/fail basis.
- Unusual circumstances may warrant substituting certificate requirements; therefore a candidate through her/his African Studies Faculty Advisor may petition the Faculty Liaison Committee (the Five College committee of certificate program advisors) at least one full semester before graduation for adjustments in these requirements. A successful petition will satisfy the interdisciplinary character of the certificate program.
- Students are encouraged to spend one semester or more in Africa. Information about study abroad and other opportunities is available through the international program office at each campus.
- Students are encouraged to complete their certificate program with an independent study project that integrates and focuses their course work in African studies.

# Africana Studies

## Overview and Contact Information

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.

## See Also

- African Studies (p. 44)

## Contact Information

**Preston Smith, Chair**

**Holly Sharac, Academic Department Coordinator**

309/312 Skinner Hall  
413-538-2377

<https://www.mtholyoke.edu/acad/africana>

## Faculty

### This area of study is administered by the Africana Studies Committee:

Satyananda Gabriel, Professor of Economics

Samba Gadjigo, Helen Day Gould Professor of French

Holly Hanson, Professor of History

Dorothy Knight-Mosby, Professor of Spanish; Associate Dean of Faculty

Lynda Morgan, Professor of History

Olabode Omojola, Five College Professor of Music

Preston Smith II, Professor of Politics

Donald Weber, Lucia, Ruth and Elizabeth MacGregor Professor of English

Patricia Banks, Associate Professor of Sociology, On Leave 2018-2019

Kimberly Brown, Associate Professor of English and Africana Studies, Teaching Spring Only

Amber Douglas, Associate Professor of Psychology and Education; Dean of Studies; Director of Student Success Initiatives

Lucas Wilson, Associate Professor of Africana Studies and Economics

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
AFCNA-200	Foundations of Africana Studies	4
CBL requirement: Select at least one of the following courses:		4
AFCNA-356	Black Migrations	
EDUC-205	Racism and Inequality in Schools and Society	
HIST-214	History of Global Inequality	
HIST-243	Rural Prosperity in the African Past	
At least 16 credits at the 300 level, in at least two different disciplines, of which only 4 credits may be AFCNA-395 <sup>1</sup>		16
Additional courses in Africana Studies <sup>1</sup>		16
Total Credits		40

<sup>1</sup> Courses to be counted for the major are drawn from departmental and College 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.

## Other Requirements

- 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 must be approved by 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.

### Additional Specifications

- When declaring a major, each student chooses an advisor from the committee. In addition, she must have the approval of the program chair.
- Students who declare an Africana studies major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
AFCNA-200	Foundations of Africana Studies	4
12 credits	credits at the 200 level or higher	12
4 credits	at the 300 level <sup>1</sup>	4
Total Credits		20

<sup>1</sup> AFCNA-395 may not be counted towards the minimum 4 credits at the 300 level.

## Course Offerings

### AFCNA-140 When People Met Power: Political Accountability in Africa Before 1750

*Fall. Credits: 4*

This course traces the long history of political accountability in Africa. How did Africans wrest good governance from their leaders? How did they understand civic virtue and social responsibility? What principles of political logic did kingdoms share with societies without kings and royal women? How did gender contribute to structures of authority? What sources and methods enable us to productively approach a period of time distant from our own?

*Crosslisted as: HIST-140*

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

*H. Hanson*

### AFCNA-181 Introduction to African Diaspora Religions

*Fall. Credits: 4*

Over the last century, religionists have labored to discover the meaning of African dispersal beyond the continent and its accompanying spiritual lineages. What theories of encounter sufficiently adjudicate the synthetic religious cultures of African-descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will introduce the field of Africana religious studies. This background will inform the second and primary objective of the course: thematizing and exploring West and Central African religious traditions housed in the Americas.

*Crosslisted as: RELIG-181, CST-149AD*

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

*M. Coleman-Tobias*

### AFCNA-200 Foundations of Africana Studies

*Spring. Credits: 4*

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? What can we glean from contemporary discourses grounded in the consideration of global black lives?

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

*Other Attribute(s): Writing-Intensive*

*K. J. Brown*

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

*Not Scheduled for This Year. Credits: 4*

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 Timbuktu 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.

*Crosslisted as: HIST-206*

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

*H. Hanson*

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

*Fall. Credits: 4*

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

*Crosslisted as: CST-253*

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

*L. Wilson*

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

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

### AFCNA-221 Engaging Ghana: Inquiry and Action

*Spring. Credits: 2*

This course prepares students to pursue curated internships in Ghana. It provides the historical, social, economic, political and cultural context crucial for powerful student learning experiences and ethical engagement with Ghanaian organizations and communities. Guest lectures, readings, and class discussion will provide an intellectual orientation to the country, as well as contextualize student work in curated internships across a range of fields and sites. The course begins a journey of reflection on personal and internship organizations goals that will continue when instructor and students are on site in Ghana in summer 2019.

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

*P. Smith*

*Instructor permission required.*

**AFCNA-234 Black Metropolis: From MLK to Obama***Spring. Credits: 4*

"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.

*Crosslisted as: POLIT-234*

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

**AFCNA-241 Topics in Africana Studies****AFCNA-241AF Topics in Africana Studies: 'Afro-Latin America: From Slavery to Invisibility'***Fall. Credits: 4*

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.

*Crosslisted as: LATAM-260, HIST-287AF*

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

**AFCNA-241AW Topics in Africana Studies: 'African Women's Work'***Not Scheduled for This Year. Credits: 4*

The power to produce food and reproduce society gave women significant public voice in African societies in the past. But over 200 years they lost that public voice and control over subsistence. Why, when women are still producing food and people, is the social and political voice of women so much less significant than it was before? We explore African women's work of governing, production, and social reproduction across the tumultuous changes of the 20th century. The class seeks to provide an achievable yet challenging set of learning experiences for those who have no prior experience studying Africa, but also for those who have substantial previous engagement with African issues.

*Crosslisted as: HIST-296AW, GNDST-206AW**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**H. Hanson***AFCNA-241BN Topics in Africana Studies: 'Black Abolitionists: American Revolution to Reconstruction'***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: HIST-274**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**L. Morgan***AFCNA-241FW Topics in Africana Studies: 'African American Women and United States History'***Not Scheduled for This Year. Credits: 4*

How is our understanding of U.S. history transformed when we place African American women at the center of the story? This course will examine the exclusion of African American women from dominant historical narratives and the challenge to those narratives presented by African American women's history through an investigation of selected topics in the field.

*Crosslisted as: GNDST-206FW, HIST-280AA**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Renda***AFCNA-241HS Topics in Africana Studies: 'African American History, Precolonial to Emancipation'***Fall. Credits: 4*

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

*Crosslisted as: HIST-281**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Morgan***AFCNA-241SA Topics in Africana Studies: 'Slavery in the Americas'***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: LATAM-289, HIST-289**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Gudmundson*



**AFCNA-243 Rural Prosperity in the African Past***Not Scheduled for This Year. Credits: 4*

This course seeks to understand what relationships engendered rural prosperity in African communities in the past, and what processes of change have led millions of rural people to abandon their homes and livelihoods to join flows of migrants to cities and other nations. We examine African patterns of production over the long term and the transformation of African agriculture in the last two centuries, considering famine, the social and political organization of access to productive resources, and the relationship of rural and urban communities. We ask how rural prosperity might be recreated in the 21st century.

*Crosslisted as: HIST-243, ENVST-243**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**H. Hanson***AFCNA-250 African American Literature I***Not Scheduled for This Year. Credits: 4*

African American literature, particularly in the early part of the formation of the United States, reflects the dichotomy between citizenship and American identity. This course will study the literary works of African Americans from the late-eighteenth century to 1865. Beginning with slave narratives and early poetry, we will consider issues of genre, literary tradition, and historical context while gaining experience in analyzing literary texts. Themes of alienation, communion, haunting, and upward mobility will be covered to illuminate the expansive world of early African American literature. Authors include: Harriet Jacobs, Frederick Douglass, David Walker, Phillis Wheatley, and William Wells Brown.

*Crosslisted as: ENGL-250**Applies to requirement(s): Humanities; Multicultural Perspectives**The department**Restrictions: Course limited to sophomores, juniors and seniors**Notes: meets English Department 1700-1900 requirement***AFCNA-251 Contemporary African American Literature II***Not Scheduled for This Year. Credits: 4*

This course will examine African American literature and culture in the postwar period as American identities are coalescing around the concept of the US as a world power. Specifically, our task during the semester will be to discuss the myriad ways black authors and artists attempt to interrogate the structure of racial hegemony by creating poetry and prose meant to expand notions of culture and form. We will also examine music, visual art, and advertisements from this era to have a greater sense of the black experience through various cultural representations. Writers will include James Baldwin, Toni Morrison, Ralph Ellison, Michael S. Harper and bell hooks.

*Crosslisted as: ENGL-251**Applies to requirement(s): Humanities; Multicultural Perspectives**K. J. Brown***AFCNA-282 African American History from Emancipation to Obama***Spring. Credits: 4*

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.

*Crosslisted as: HIST-282**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Morgan***AFCNA-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***AFCNA-301 The Abolition Movement***Spring. Credits: 4*

This course will examine the maturation of North American slave regimes after the American Revolution and the diverse activities of people who worked to abolish slavery. The assorted motives of white opponents of slavery and the actions of both free and enslaved African Americans to achieve freedom will be highlighted. We will analyze the mechanics of biracial coalition building and assess the historical legacy of these activists for subsequent social movements.

*Crosslisted as: HIST-301AB**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Morgan***AFCNA-302 Urban Policy***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: POLIT-302**Applies to requirement(s): Social Sciences; Multicultural Perspectives**P. Smith**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in the department.***AFCNA-308 Luminous Darkness: African American Social Thought After DuBois***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: CST-349LD**Applies to requirement(s): Social Sciences; Multicultural Perspectives**L. Wilson**Instructor permission required.**Prereq: 8 credits in Africana Studies.*

**AFCNA-339 The Visual Culture of Protest***Not Scheduled for This Year. Credits: 4*

This course examines social protests from the perspective of the visual. Examining cultural productions from 1948-2015 we will focus on the geographical specificity of planned and spontaneous protests that have mobilized people into action. We will use a black studies framework to engage the possibilities present in resisting disparate power structures of race, gender, sexuality, class, and region. Artists, musicians, activists, writers, and grassroots organizers of social movements have been ever cognizant of the role of the visual in subverting power structures. We will use this opportunity to place visual culture at the center of a conversation concerning resistance, human rights, political agency, citizenship, and freedom.

*Crosslisted as: ENGL-339, CST-339**Applies to requirement(s): Humanities; Multicultural Perspectives**K. J. Brown**Prereq: ENGL-199/ENGL-200 or AFCNA-200.***AFCNA-341 Topics in Africana Studies****AFCNA-341AF Topics in Africana Studies: 'African American Spiritualities of Dissent'***Spring. Credits: 4*

This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the dissenting qualities of selected African American activists, community workers, scholars, spiritual/religious leaders and creative writers. By the end of this course, students will be able to thoughtfully respond to the questions, "What is spirituality?"; "What is dissent?"; and "Has blackness required resistive spiritual communities?"

*Crosslisted as: RELIG-331AF**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Coleman-Tobias***AFCNA-341AT Topics in Africana Studies: 'African Theatre'***Spring. Credits: 4*

This course introduces the oral traditions, important playwrights, and aesthetic innovations in postcolonial literary theatre in some African societies. The oral theatre traditions of Africa are an example of the innate human quest to perform and will eventually be the basis for understanding some of the innovations made in African literary theatre. We shall also focus on writings by African writers and writers of African descent who deal with the post-colonial conditions of Black Africa and the African Diaspora. This class is designed to serve as a window into the continent of Africa: its people, its ideas, triumphs, struggles, and the complex histories emerging from its vastness and diversity.

*Crosslisted as: THEAT-350AT**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Ofori**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Theatre Arts or Africana Studies.***AFCNA-341CR Topics in Africana Studies: 'Re-imagining the Caribbean'***Not Scheduled for This Year. Credits: 4*

The Caribbean has been formed through a complex interaction of the peoples of Africa, Asia, Europe, Latin American and the United States. In this introductory, interdisciplinary course we will examine the major issues that have shaped modern Caribbean society, including colonialism, revolution, nationalism, self-determination, transition from agricultural to tourism-based economies, migration, and globalization. Particular attention will be given to Cuba, Haiti, Guyana, Jamaica, Trinidad, Puerto Rico, and the Dominican Republic, but we will also consider relevant examples from other areas of the region. In addition to historical documents, we will also consider literature, art, and film.

*Crosslisted as: LATAM-387CR, HIST-301CR**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Knight-Mosby***AFCNA-341EC Topics in Africana Studies: 'African Informal Economy in Global Development'***Spring. Credits: 4*

The informal economy is an alternative economic model with its own logic of organizing production and exchange, accumulating wealth and realizing well-being. What happens to our understanding of development when we center the informal economy? The course will define the informal economy, analyze its strengths and weaknesses and attempt to differentiate the informal economy from the formal economy. It will focus on the origin, nature, role, perspectives, governance and organization of economic informality, and explore how the informal economy can be enhanced and mainstreamed by building on its strengths. Students will select and develop a practical project for formalizing the informal economy.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**M. Kinyanjui**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: Africana Studies majors and minors and those interested in the Development Studies Nexus encouraged.***AFCNA-341EM Topics in Africana Studies: 'The Age of Emancipation'***Not Scheduled for This Year. Credits: 4*

This colloquium examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups—freedpeople, ex-masters, northern policymakers, wage laborers, and African American women, for example—will be covered. African American viewpoints and histories will receive particular emphasis.

*Crosslisted as: HIST-301EM**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Morgan*

**AFCNA-341FH Topics in Africana Studies: 'Food and Hunger in the Modern World'***Spring. Credits: 4*

At a time when rapidly rising food prices are causing distress, starvation and food riots around the world, we will focus our enquiry on the creation of markets for food and the industrialization of agriculture. What changed when food became a commodity traded over long distances? What changed when food began to be produced using industrialized methods? What are the social consequences of these transformations? What was the role of colonial rule in the loss of food security in Africa? What factors explain famine, and people's responses to it? We will explore these questions globally, with a focus on Africa.

*Crosslisted as: HIST-301FH**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**H. Hanson**Restrictions: Course limited to sophomores, juniors and seniors***AFCNA-341PW Topics in Africana Studies: 'Power and Exchange in the African Past'***Not Scheduled for This Year. Credits: 4*

Did African nations become poorer in the 20th century because development initiatives were badly executed? inherently exploitative? ill-timed? Looking beyond the caricatures of evil colonial officers, lazy peasants, or greedy elites, who do we see engaged in productive activity and what are they doing? What concepts and categories illumine our understanding of their actions? How does a careful exploration of the nature of exchange and production in Africa revise our perception of the global economy in the present? We will explore three centuries of exchange in Africa and elsewhere: students may focus their research on the history of a market in any part of the world.

*Crosslisted as: HIST-341PW**Applies to requirement(s): Humanities; Multicultural Perspectives**H. Hanson**Prereq: 8 credits of history or other significant preparatory coursework relevant to the topic.***AFCNA-341TM Topics in Africana Studies: 'Toni Morrison'***Not Scheduled for This Year. Credits: 4*

This course will examine the work and the centralized black world of the last American Nobel laureate in literature, Toni Morrison. Morrison is the author of eleven novels and multiple other works, including nonfiction and criticism. In a career that has spanned over forty years and has informed countless artists and writers, Morrison's expansive cultural reach can hardly be measured accurately. In this course we will endeavor to critically analyze the arc and the import of many of Morrison's writings. Readings include: *The Bluest Eye*, *Sula*, *Song of Solomon*, *Jazz*, *Playing in the Dark*, *Paradise*, and *A Mercy*.

*Crosslisted as: ENGL-350TM**Applies to requirement(s): Humanities; Multicultural Perspectives**C. Bailey**Prereq: ENGL-199.***AFCNA-351 Sex, Race, and the Visual***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: ENGL-351**Applies to requirement(s): Humanities; Multicultural Perspectives**K. J. Brown**Prereq: ENGL-200.***AFCNA-352 Caribbean Literature in the Age of Globalization***Fall. Credits: 4*

This course offers a comprehensive study of selected Caribbean drama, prose, and poetry from the three major linguistic blocs. We will read works published since 1970 that explore central themes such as the enduring impact of slavery and colonization, resistance movements, global migration and diasporic experiences, the constructions of gender, and the importance of history and memory. This course also engages deeply with form, particularly the role of orature, performance, and global popular cultures in the shaping of literary aesthetics. We will read the literary works of writers such as Dionne Brand, Maryse Conde, Edwidge Danticat, and Marlon James.

*Crosslisted as: ENGL-352**Applies to requirement(s): Humanities; Multicultural Perspectives**C. Bailey**Prereq: AFCNA-200 or ENGL-199.***AFCNA-356 Black Migrations***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: POLIT-356**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**P. Smith**Prereq: AFCNA-200 or POLIT-200.*

**AFCNA-369 Black Radicalism**

*Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: POLIT-369*

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

*Other Attribute(s): Writing-Intensive*

*P. Smith*

*Prereq: AFCNA-200 or POLIT-200.*

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

**AFCNA-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

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

Code	Title	Credits
<b>Africana Studies</b>		
AFCNA-140	When People Met Power: Political Accountability in Africa Before 1750	4
AFCNA-181	Introduction to African Diaspora Religions	4
AFCNA-200	Foundations of Africana Studies	4
AFCNA-206	African Cities: Development Dreams and Nightmares in the Twentieth Century	4
AFCNA-208	Introduction to Twentieth-Century Critical Race Theory	4
AFCNA-234	Black Metropolis: From MLK to Obama	4
AFCNA-241AF	Topics in Africana Studies: 'Afro-Latin America: From Slavery to Invisibility'	4
AFCNA-241AW	Topics in Africana Studies: 'African Women's Work'	4
AFCNA-241BN	Topics in Africana Studies: 'Black Abolitionists: American Revolution to Reconstruction'	4
AFCNA-241FW	Topics in Africana Studies: 'African American Women and United States History'	4
AFCNA-241HS	Topics in Africana Studies: 'African American History, Precolonial to Emancipation'	4
AFCNA-241SA	Topics in Africana Studies: 'Slavery in the Americas'	4
AFCNA-243	Rural Prosperity in the African Past	4
AFCNA-250	African American Literature I	4
AFCNA-251	Contemporary African American Literature II	4

AFCNA-282	African American History from Emancipation to Obama	4
AFCNA-301	The Abolition Movement	4
AFCNA-302	Urban Policy	4
AFCNA-308	Luminous Darkness: African American Social Thought After DuBois	4
AFCNA-339	The Visual Culture of Protest	4
AFCNA-341AF	Topics in Africana Studies: 'African American Spiritualities of Dissent'	4
AFCNA-341AT	Topics in Africana Studies: 'African Theatre'	4
AFCNA-341CR	Topics in Africana Studies: 'Re-imagining the Caribbean'	4
AFCNA-341EC	Topics in Africana Studies: 'African Informal Economy in Global Development'	4
AFCNA-341EM	Topics in Africana Studies: 'The Age of Emancipation'	4
AFCNA-341PW	Topics in Africana Studies: 'Power and Exchange in the African Past'	4
AFCNA-341TM	Topics in Africana Studies: 'Toni Morrison'	4
AFCNA-351	Sex, Race, and the Visual	4
AFCNA-352	Caribbean Literature in the Age of Globalization	4
AFCNA-356	Black Migrations	4
AFCNA-369	Black Radicalism	4

**Anthropology**

ANTHR-216HR	Special Topics in Anthropology: 'Anthropology and Human Rights: Between Devil's Advocate and Rights Advocacy'	4
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**Critical Social Thought**

CST-149AD	Topics in Critical Social Thought: 'Introduction to African Diaspora Religions'	4
CST-249AE	Topics in Critical Social Thought: 'Afro-Asian Encounters: Literatures, Cultures, Activisms'	4
CST-253	Critical Race Theory	4
CST-339	The Visual Culture of Protest	4
CST-349AF	Advanced Topics: 'African American Spiritualities of Dissent'	4
CST-349LD	Advanced Topics: 'Luminous Darkness: African American Social Thought After DuBois'	4

**Dance**

DANCE-132	Introduction to Hip Hop	2
DANCE-141	West African Drumming for Dance	1
DANCE-142	West African Dance	2
DANCE-232	Intermediate Hip Hop	2

**Education**

EDUC-205	Racism and Inequality in Schools and Society	4
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**English**

ENGL-250	African American Literature I	4
ENGL-251	Contemporary African American Literature II	4
ENGL-337	The Political Imagination in Contemporary South Africa	4
ENGL-339	The Visual Culture of Protest	4
ENGL-345RW	Studies in American Literature: 'Richard Wright: Career and Influence'	4
ENGL-350TM	Topics in African American Literature: 'Toni Morrison'	4



ENGL-351	Sex, Race, and the Visual	4
ENGL-352	Caribbean Literature in the Age of Globalization	4
<b>Environmental Studies</b>		
ENVST-210	Political Ecology	4
ENVST-243	Rural Prosperity in the African Past	4
<b>Film Studies</b>		
FLMST-370SE	Topics in National/Transnational Cinemas: 'A Rebel with a Camera: the Cinema of Ousmane Sembène'	4
<b>French</b>		
FREN-219	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World	4
FREN-341FS	Courses in Francophone Studies: 'Women and Writing in French-Speaking Africa'	4
FREN-341NE	Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'	4
FREN-341PA	Courses in Francophone Studies: 'Paris dans l'Imaginaire Africain'	4
FREN-341SE	Courses in Francophone Studies: 'A Rebel with a Camera: the Cinema of Ousmane Sembene'	4
<b>Geography</b>		
GEOG-217	The African Environments	4
GEOG-313	Third World Development	4
GEOG-319	Africa: Problems and Prospects	4
GEOG-325	Conflict and Displacement in Africa	4
<b>Gender Studies</b>		
GNDST-204RP	Women and Gender in the Study of Culture: 'Race, Racism, and Power'	4
GNDST-206AW	Women and Gender in History: 'African Women's Work'	4
GNDST-206FW	Women and Gender in the Study of History: 'African American Women and United States History'	4
<b>History</b>		
HIST-140	When People Met Power: Political Accountability in Africa Before 1750	4
HIST-180	Introduction to Latin American Cultures	4
HIST-206	African Cities: Development Dreams and Nightmares in the Twentieth Century	4
HIST-214	History of Global Inequality	4
HIST-243	Rural Prosperity in the African Past	4
HIST-274	Black Abolitionists: American Revolution to Reconstruction	4
HIST-280AA	Topics in North American History: 'African American Women and United States History'	4
HIST-281	African American History, Precolonial to Emancipation	4
HIST-282	African American History from Emancipation to Obama	4
HIST-287AF	Topics in Latin American Studies: 'Afro-Latin America: From Slavery to Invisibility'	4
HIST-289	Slavery in the Americas	4
HIST-296AW	Women in History: 'African Women's Work'	4
HIST-301AB	Colloquium: 'The Abolition Movement'	4

HIST-301CR	Colloquium: 'Re-imagining the Caribbean'	4
HIST-301EM	Colloquium: 'The Age of Emancipation'	4
HIST-341PW	Topics in African History: 'Power and Exchange in the African Past'	4
<b>Latin American Studies</b>		
LATAM-180	Introduction to Latin American Cultures	4
LATAM-260	Afro-Latin America: From Slavery to Invisibility	4
LATAM-277	Caribbean Women Writers	4
LATAM-289	Slavery in the Americas	4
LATAM-387CR	Special Topics in Latin American Studies: 'Re-imagining the Caribbean'	4
<b>Latina/o Studies</b>		
LATST-250RP	Special Topics in Latina/o Studies: 'Race, Racism, and Power'	4
LATST-350RT	Special Topics in Latina/o Studies: 'Critical Race Theory in Education'	4
<b>Music</b>		
MUSIC-161	Beginning West African Drumming Ensemble	1
MUSIC-171RM	Race in the American Musical	4
MUSIC-226	World Music	4
MUSIC-228	African Opera in Theory and Practice	4
MUSIC-229	African Popular Music	4
MUSIC-261	Intermediate West African Drumming Ensemble	1
<b>Philosophy</b>		
PHIL-248	Philosophical Issues in Race and Racism	4
<b>Politics</b>		
POLIT-234	Black Metropolis: From MLK to Obama	4
POLIT-252	Urban Politics	4
POLIT-302	Urban Policy	4
POLIT-356	Black Migrations	4
POLIT-369	Black Radicalism	4
POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4
<b>Psychology</b>		
PSYCH-213	Psychology of Racism	4
<b>Religion</b>		
RELIG-181	Introduction to African Diaspora Religions	4
RELIG-216	Whose Social Justice is it Anyway? Spirituality, Religion, and Civic Engagement	4
RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4
<b>Sociology</b>		
SOCI-214	Race in America: Inequality, Immigration, and Other Issues	4
SOCI-316BL	Special Topics in Sociology: 'Black Cultural Production and Consumption'	4
SOCI-324	Class in the Black Community	4
<b>Spanish</b>		
SPAN-230SP	Identities & Intersections: An Introduction: 'Black Spain'	4
<b>Theatre Arts</b>		
THEAT-350AT	Seminar: 'African Theatre'	4

# Ancient Studies

## Overview and Contact Information

The major in ancient studies encourages the study of ancient Greek and Roman civilizations 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 their advisors, students may select courses from among those offered in classics, art history, history, philosophy, politics, and religion. Through this major students will attain a deeper and more sophisticated knowledge of the ancient world.

## See Also

- Classics (p. 105)
- Greek (p. 222)
- Latin (p. 247)

## Contact Information

**Bruce Arnold, Chair**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2581

<https://www.mtholyoke.edu/acad/ancient>

## Faculty

**This area of study is administered by the Department of Classics and Italian. Advisors in Ancient Studies:**

Bettina Bergmann, Helene Phillips Herzig '49 Professor of Art History, Teaching Fall Only

Paula Debnar, Professor of Classics

Geoffrey Sumi, Professor of Classics

Mark Landon, Visiting Language Instructor in Classics

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
At least one 4 credit course at or above the level of GREEK-102 or LATIN-102		4
At least one 4 credit art historical or archaeological course focusing on the ancient Mediterranean		4
At least one 4 credit literary or mythical course focusing on the ancient Mediterranean or India		4
At least two 4 credit historical courses:		8
One course on the ancient Greek world		
One course on the ancient Roman world		
At least two 4 credit 300-level courses:		8
One of which is a designated capstone/research seminar		
One of which is in the chosen concentration		
One additional 4 credit course at the 200 level or above		4
Total Credits		32

## Additional Specifications

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

A minimum of 20 credits:

Code	Title	Credits
Two 4 credit courses, each from different areas of concentration		8
At least one 4 credit course at the 300 level		4
8 credits from relevant 4 credit courses in art history, classics, history, Asian studies, philosophy, religion, or politics		8
Total Credits		20

## Related Courses

Code	Title	Credits
<b>Art History</b>		
ARTH-216	Empire: The Visual World of Ancient Rome	4
ARTH-290AP	Issues in Art History: 'Ancient Painting and Mosaic'	4
ARTH-290CM	Issues in Art History: 'Classical Myth in Ancient Art'	4
ARTH-290CR	Issues in Art History: 'The City of Rome From Romulus to Constantine'	4
ARTH-290PM	Issues in Art History: 'Pompeii'	4
ARTH-290TH	Issues in Art History: 'The City of Athens from Theseus to Alaric'	4
ARTH-301BK	Topics in Art History: 'The Art of the Book: From Manuscript to Incunabula'	4
ARTH-310BA	Seminar in Ancient Art: 'The Body in Classical Art'	4
ARTH-310CA	Seminar in Ancient Art: 'Collecting Global Antiquity'	4
ARTH-310LM	Seminar in Ancient Art: 'Love and Metamorphosis'	4
ARTH-310RL	Seminar in Ancient Art: 'Roman Luxury'	4
<b>Classics</b>		
CLASS-205	Cleopatra: "The Not Humble Woman"	4
CLASS-211	Gods and Mortals: Ancient Greek and Roman Myth	4
CLASS-212	Greek Tragedy, American Drama, and Film	4
CLASS-215	Classical Political Thought	4
CLASS-226	Bread and Circuses: The Politics of Public Entertainment in Ancient Rome	4
CLASS-227	Ancient Greece	4
CLASS-228	Ancient Rome	4
CLASS-229	The Tyrant and Gladiator: Bad Roman Emperors from Caligula to Commodus	4
CLASS-230	The City of Rome From Romulus to Constantine	4
CLASS-231	The City of Athens from Theseus to Alaric	4
CLASS-232	War and Imperialism in the Ancient World	4
CLASS-295	Independent Study	1-4
CLASS-395	Independent Study	1-8
<b>Greek</b>		
GREEK-101	Elementary Greek: Homer's <i>Iliad</i>	4
GREEK-102	Elementary Greek: Homer's <i>Iliad</i>	4
GREEK-222	Classical Greek Prose and Poetry	4

GREEK-250	Intermediate Greek Tutorial	2-4
GREEK-322	Classical Greek Prose and Poetry	4
GREEK-350	Advanced Greek Tutorial	2-4
<b>History</b>		
HIST-226	Bread and Circuses: The Politics of Public Entertainment in Ancient Rome	4
HIST-227	Ancient Greece	4
HIST-228	Ancient Rome	4
HIST-229	The Tyrant and the Gladiator: Bad Roman Emperors from Caligula to Commodus	4
<b>Latin</b>		
LATIN-101	Elementary Latin I	4
LATIN-102	Elementary Latin II	4
LATIN-201	Intermediate Latin I	4
LATIN-207	The Slender Muse	4
LATIN-210	Ovid: <i>Metamorphoses</i>	4
LATIN-212	Roma Ludens: Comedy and Satire in Ancient Rome	4
LATIN-213	Myth, Memory, and History: Writing the Past in the Roman Republic	4
LATIN-250	Intermediate Latin Tutorial	2-4
LATIN-302	Cicero and the Enemies of the Roman Republic	4
LATIN-307	The Slender Muse	4
LATIN-308	Lucretius	4
LATIN-309	Vergil: <i>Aeneid</i>	4
LATIN-310	Ovid: <i>Metamorphoses</i>	4
LATIN-312	Roma Ludens: Comedy and Satire in Ancient Rome	4
LATIN-313	Myth, Memory, and History: Writing the Past in the Roman Republic	4
LATIN-350	Advanced Latin Tutorial	2-4
<b>Philosophy</b>		
PHIL-201	Philosophical Foundations of Western Thought: The Greek Period	4
<b>Politics</b>		
POLIT-211	Classical Political Thought	4
<b>Religion</b>		
RELIG-258BD	Topics in the Study of Christianity: 'The Body, Sex, and Early Christianity'	4

## Anthropology

### Overview and Contact Information

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

#### Contact Information

Kenneth Tucker, Chair

Michelle Pietras, Academic Department Coordinator

102 Porter Hall  
413-538-2283

<https://www.mtholyoke.edu/acad/anthropology>

## Faculty

**This area of study is administered by the Anthropology faculty:**

Lynn Morgan, Mary E. Woolley Professor of Anthropology, Teaching Spring Only

Joshua Roth, Professor of Anthropology

Elif Babül, Associate Professor of Anthropology

Sabra Thorner, Assistant Professor of Anthropology, Teaching Spring Only

Matthew Watson, Assistant Professor of Anthropology

Felicity Aulino, Five College Assistant Professor of Anthropology

Elizabeth Klarich, Five College Assistant Professor of Anthropology

William Girard, Visiting Lecturer in Anthropology

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
ANTHR-105	Introduction to Cultural Anthropology	4
ANTHR-235 or SOCI-223	Development of Anthropological Thought Development of Social Thought	4
ANTHR-275	Research Methods in Cultural Anthropology	4
ANTHR-350	Issues in Contemporary Anthropological Theory	4
One area course in anthropology		4
Alternatively, the cultural area requirement can be fulfilled through: approved study abroad, or foreign language through two semesters at the intermediate level, or an area course in another discipline <sup>1</sup>		
4 additional credits in Anthropology <sup>2</sup>		4
8 additional credits at the 300 level		8
Total Credits		32

<sup>1</sup> Discuss your plan in advance with your advisor to be sure it will satisfy the cultural area requirement. These alternative methods of satisfying the cultural area requirement will not count toward the 32 credits required for the major.

<sup>2</sup> If you have fulfilled the cultural area requirement by taking an area course in anthropology, you would only need 4 additional credits. If not, you will need 8.

### Additional Specifications

- ANTHR-295 or ANTHR-395 do not count toward the requirements of courses in the major at the 200 and 300 level.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
ANTHR-105	Introduction to Cultural Anthropology	4
4 credits at the 300 level <sup>1</sup>		4
12 additional credits above the 100 level		12
Total Credits		20

<sup>1</sup> Cannot be fulfilled by ANTHR-395

## Course Offerings

### ANTHR-105 Introduction to Cultural Anthropology

*Fall and Spring. Credits: 4*

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

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

*E. Babül, W. Girard, P. Mangan, J. Roth, M. Watson, The department*

*Restrictions: This course is limited to first-years, sophomores, and juniors*

### ANTHR-204 Anthropology of Modern Japan

*Spring. Credits: 4*

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

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

*J. Roth*

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

*Fall. Credits: 4*

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

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

*J. Roth*

*Prereq: ANTHR-105.*

### ANTHR-216 Special Topics in Anthropology

#### ANTHR-216AF Special Topics in Anthropology: 'Archaeology of Food'

*Fall. Credits: 4*

This course explores the study of ancient foodways with a focus on how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the "agricultural revolution" in a variety of regions. The second half explores a number of themes within the archaeology of food that investigate the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food.

*Applies to requirement(s): Social Sciences*

*E. Klarich*

*Prereq: ANTHR-105.*

#### ANTHR-216AU Special Topics in Anthropology: 'Peoples and Cultures of Indigenous Australia'

*Spring. Credits: 4*

Indigenous peoples of Australia have long been objects of interest and imagination by outsiders-for their ceremonial practices, social structures, religious forms, aesthetic expressions, and relationships to land. This course will explore how Aboriginal peoples have struggled to reproduce and represent themselves and their lifeways on their own terms – via visual media (pigment designs on bark, acrylic paintings on canvas); performances (cultural festivals, plays, other forms); archival interventions (photographic, textual, digital); museum exhibition; and various textual genres (autobiography, fiction, poetry). We will examine "traditional" and "contemporary" productions as all part of culture and culture-making in the present, emphasizing that this is ongoing and intercultural work.

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

*S. Thorner*

*Prereq: ANTHR-105.*

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

*Not Scheduled for This Year. Credits: 4*

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

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

*E. Klarich*

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

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

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

*Fall and Spring. Credits: 4*

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

*Crosslisted as: GNDST-241HP*

*Applies to requirement(s): Social Sciences*

*J. Luce*

*Prereq: 4 credits in gender studies.*

**ANTHR-216HR Special Topics in Anthropology: 'Anthropology and Human Rights: Between Devil's Advocate and Rights Advocacy'***Fall. Credits: 4*

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.

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

*E. Babül*

*Prereq: ANTHR-105.*

**ANTHR-216LA Special Topics in Anthropology: 'Anthropology of Latin America'***Fall. Credits: 4*

Latin America has undergone massive political, economic and cultural transformations since the end of the Cold War. Indeed, during the final decades of the twentieth century, much of the region embraced neoliberal governance and free market capitalism. However, by the turn of the millennium, many Latin American governments had made a sharp "turn to the Left," as states began to intervene more directly in the economy, promote alternative imaginings of modernization, and recognize greater rights for Indigenous and Afro-descendent peoples. This course will begin with a focus on these shifts in governance, but largely focuses on the consequences of these changes within people's everyday lives.

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

*W. Girard*

*Prereq: ANTHR-105.*

**ANTHR-216MG Special Topics in Anthropology: 'Migration Through Film'***Not Scheduled for This Year. Credits: 4*

The dramatic increase in transnational migrations has prompted new debates over globalization, diversity, and human rights. In these debates, the fate of migrants is defined by competing visions of them as pawns or pioneers, as passive victims or driven agents. This course explores the key role played by film in such representations, comparing and contrasting film to ethnography as a way to relate migrant experiences and understand migration. We look at how documentaries, feature films in local and world cinema, and ethnographies represent decisions to go abroad and the effects of migration on home and host communities. We ask what can be gleaned from these sources, such as: What is it like to be an undocumented migrant or a member of a "second generation"? What we can learn about the conditions of trafficked women or refugees? How do the politics and policies of bordering work. We also explore how geography, citizenship, class, gender, age, ethnicity, race and religion feature in these representations. Students will critically analyze how migrants are represented in film through active class discussions and several written essays.

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

*L. Keough*

**ANTHR-216NF Special Topics in Anthropology: 'The Anthropology of Food'***Not Scheduled for This Year. Credits: 4*

Drawing on a holistic, multidisciplinary perspective, this course considers food as a lens through which issues such as gender, family, community, nationality, religion and class can be more deeply understood. Food and drink are examined not only for the biological needs they fill but also in terms of their spiritual and cultural dimensions. We will explore the journey of food production, preparation, distribution and consumption nationally and internationally. Local, national and global networks are analyzed as we examine the role food plays in creating and mediating socioeconomic and political relationships. Food scarcity, security, sovereignty and sustainability are also considered.

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

*Other Attribute(s): Writing-Intensive*

*P. Mangan*

*Prereq: ANTHR-105.*

**ANTHR-216PY Special Topics in Anthropology: 'Anthropology of Play'***Not Scheduled for This Year. Credits: 4*

We associate play with childhood, a time of spontaneous and creative activity, in contrast to the boring routine of adult responsibilities. And yet play is more than just fun and games. It is through play that children develop lasting cognitive and social skills. For adults too, there can be serious play – play that has real consequence – play that shapes the intimate lives of individuals, as well as entire social formations. In this course, we will explore play cross-culturally, from the Balinese cockfight to American football, from gambling to roll playing. We will design games based on the anthropological readings in order to appreciate the game-like qualities of many domains of life.

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

*J. Roth*

*Prereq: ANTHR-105.*

**ANTHR-216RK Special Topics in Anthropology: 'Risk'***Not Scheduled for This Year. Credits: 4*

People in all societies face uncertainty. Dangers, many of our own making, confront us at every turn - in the form of global warming, market collapses, tainted food, epidemics, and accidents at work and on roads. Terrorist attacks and crime have led to the increased control of urban public spaces. Modern institutions and technologies of risk (probability, insurance, audits, sundry regulation) strive to tame chance, to make it manageable, and even potentially profitable, and have contributed to emergent cultures of risk. In this course, we examine these technologies of risk and associated cultural forms, in relation to other means by which people have dealt with uncertainty in the past.

*Applies to requirement(s): Social Sciences*

*J. Roth*

*Prereq: ANTHR-105.*

**ANTHR-230 Language in Culture and Society***Fall. Credits: 4*

Language is integral to human experiences across cultures. Interpersonal communication holds social worlds together, lending them significance. This course examines language as a complex, embodied field of cultural practice and performance. It bridges core concepts within linguistic anthropology and semiotics – such as relativity, indexicality, performance, and language ideology – with critical analyses of social fields including race, gender, and sexuality. Illustrative examples are drawn from Western and non-Western societies.

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

*M. Watson*

*Prereq: ANTHR-105.*



**ANTHR-235 Development of Anthropological Thought***Spring. Credits: 4*

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

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**M. Watson**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in Anthropology.***ANTHR-240 Medical Anthropology***Spring. Credits: 4*

This course provides an introduction to medical anthropology. Core topics will include the culture of medicine, the interaction of biology and society, the experience of illness, caregiving, addiction, violence, and humanitarian intervention. We will explore how ethnographic research and social theory can enrich understanding of illness and care, raising issues for and about medicine and public health often left out of other disciplinary approaches. Throughout, we will emphasize the vantage point of the local worlds in which people experience, narrate, and respond to illness and suffering; and the ways in which large-scale forces contribute to such local experience. Biocultural aspects of disease and healing are examined through case studies of nonindustrialized societies, including the relationship between malaria and sickle cell anemia in West Africa and ritual cannibalism, AIDS, and a degenerative nervous-system disorder (kuru) in highland New Guinea. This course surveys the cultural construction of suffering and healing, the medicalization of human social problems, and inequities in the distribution of disease and therapy.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**F. Aulino**Prereq: ANTHR-105.***ANTHR-245 Global Health and Humanitarianism***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**L. Morgan**Prereq: ANTHR-105.***ANTHR-246 Magic, Witchcraft, and Religion***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: RELIG-225MG**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**M. Watson**Prereq: ANTHR-105.***ANTHR-247 Anthropology, Experience, and the Mind***Not Scheduled for This Year. Credits: 4*

In this course, we will explore new frontiers in psychological anthropology to ask questions about the foundations of human experience. What are the boundaries between the universal and the constructed, nature and culture, the ordinary and the extraordinary? In what ways is our thinking along such lines conditioned, as scholars and as social actors more generally? And are there means to break habituated ways of knowing to arrive at fresh insight into our own ways of being and that of others? These questions, among others, will be examined through ethnographic writings, science fiction and literary accounts, film, and cross-disciplinary work from physicists and cognitive scientists. Topics will include local theory of mind, notions of the self, karma and nonlinear time, and varying modes of spiritual experience.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**F. Aulino**Prereq: ANTHR-105.***ANTHR-275 Research Methods in Cultural Anthropology***Spring. Credits: 4*

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

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**E. Babül**Restrictions: This course is limited to Anthropology majors.**Coreq: ANTHR-275L.***ANTHR-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.*

**ANTHR-306 Anthropology of Reproduction***Not Scheduled for This Year. Credits: 4*

This course covers major issues in the anthropology of reproduction, including the relationship between production and reproduction, the gendered division of labor, the state and reproductive policy, embodied metaphors of procreation and parenthood, fertility control and abortion, crosscultural reproductive ethics, and the social implications of new reproductive technologies. We examine the social construction of reproduction in a variety of cultural contexts.

*Crosslisted as: GNDST-333AR*

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

*Prereq: 8 credits in Anthropology or Gender Studies.***ANTHR-316 Special Topics in Anthropology****ANTHR-316EG Special Topics in Anthropology: 'Eggs and Embryos: Innovations in Reproductive and Genetic Technologies'***Fall. Credits: 4*

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

*Crosslisted as: GNDST-333EG**Applies to requirement(s): Social Sciences**J. Luce**Prereq: 8 credits in gender studies or anthropology.***ANTHR-316LA Special Topics in Anthropology: 'Race and Religion in Latin America'***Spring. Credits: 4*

The course will begin with an investigation of the proto-racial and religious categories through which Europeans in the early modern era understood human difference. From there, we will trace how these notions were re-conceptualized in the centuries following the encounter between Europeans, Africans, and the Indigenous Peoples of the Americas. As we examine this history – including the emergence of slavery, eugenics, *mestizaje*, and Liberation Theology – we will pay particular attention to how interwoven racial and religious hierarchies were both constructed and resisted. The final section of the course will concentrate on the contemporary entanglements of race and religion in the region.

*Crosslisted as: RELIG-331LA*

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

*Prereq: 8 credits in Anthropology.***ANTHR-316LW Special Topics in Anthropology: 'Ethnographies of Law'***Not Scheduled for This Year. Credits: 4*

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.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**E. Babül**Prereq: 8 credits in Anthropology.***ANTHR-316ME Special Topics in Anthropology: 'Anthropology of the Political in the Contemporary Middle East'***Spring. Credits: 4*

This seminar focuses on anthropological studies of how power - both in its open and hidden forms - manifests itself and shapes everyday life in the contemporary Middle East. It explores how authority is established and contested in various domains including bureaucracy and the state; sexuality and the family; religion and civil society; markets and the media. We will trace how experiences of colonization, imperialism, modernization, nationalism, capitalism, occupation, war and revolt mold the conditions of living for peoples of the Middle East. We will also examine how specific forms of knowledge production attribute coherence to the region, allowing its imagination as an object of intervention in the name of development and security.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**E. Babül**Prereq: 8 Credits in Anthropology.***ANTHR-316MU Special Topics in Anthropology: 'Anthropology in/of Museums'***Spring. Credits: 4*

What is a museum, and how is it relevant to all of our lives? This course considers "the museum" as an object of ethnographic inquiry, examining it as a cultural institution perpetually under negotiation and reconfiguration. We reflect on how museum principles of classification, practices of collection and exhibition, and the uptake of digital technologies are central to what and how we know. We investigate and analyze museums as social actors in anthropological debates on power, representation, materiality, value, authenticity, state-making, Indigenous sovereignty, and the preservation and activation of contemporary cultures. The museum is never simply a repository of artifacts, artworks, histories, or scientific inventions, but also a site of tremendous creativity and a field of complex social relations.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**S. Thorner**Prereq: 4 credits in Anthropology.*

**ANTHR-316RK Special Topics in Anthropology: 'Risk'***Not Scheduled for This Year. Credits: 4*

We live in an age of uncertainty. Dangers, many of our own making, confront us at every turn - in the form of global warming, market collapses, tainted food, epidemics, and accidents at work and on roads. Terrorist attacks and crime have led to the increased control of urban public spaces. Modern institutions and technologies of risk (probability, insurance, audits, sundry regulation) strive to tame chance, to make it manageable, and even potentially profitable, and have contributed to emergent cultures of risk. In this course, we examine these technologies of risk and associated cultural forms, in relation to other means by which people have dealt with uncertainty in the past.

*Applies to requirement(s): Social Sciences**J. Roth**Prereq: 4 credits in Anthropology.***ANTHR-316RN Special Topics in Anthropology: 'Race / Nation / Gender: Feminist Studies of Scientific, Medical and 'Patient' Mobility'***Not Scheduled for This Year. Credits: 4*

This seminar explores the potentially novel entanglements of 'race', 'nation' and 'gender' through the increasing transnationalization of scientific and medical practices, the mobility of practitioners and consumers, and the mobilization of scientific and medical knowledge by individuals and communities, as well as governmental and civil society organizations. We will engage with the multiple tensions in feminist research on topics such as diversity, population and medical genomics, and reproductive and medical tourism as the multiple and shifting identities of experts and 'lay' individuals call attention to the power and problematics of scientific, medical and patient 'diasporas'.

*Crosslisted as: GNDST-333RN**Applies to requirement(s): Social Sciences**J. Luce**Prereq: 8 credits in gender studies or anthropology.***ANTHR-316SE Special Topics in Anthropology: 'Anthropology of Secularism'***Fall. Credits: 4*

What is secularism? For many of us, the answer is obvious: the world without religious belief, or the separation of church and state, or even the "really real" world. In recent years, scholars in number fields have begun to question these common sense notions about secularism. In this course, we will investigate this rapidly expanding literature and the critical lines of inquiry it has opened up: Under what specific cultural and historic conditions did secularism first emerge? Is secularism experienced today in the same way throughout the world? If not, how do they vary? What ways of being and living does secularism encourage or allow to flourish? Which does it stunt, block, or prohibit?

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**W. Girard**Prereq: 8 credits in Anthropology.***ANTHR-316SP Special Topics in Anthropology: 'Space, Place, and Way-finding'***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**J. Roth**Prereq: 4 credits in Anthropology department.***ANTHR-316WC Special Topics in Anthropology: 'Writing Capitalism's Ruins'***Not Scheduled for This Year. Credits: 4*

There's a low buzz; we feel nervous. Is this capitalism's end? Have zombie silhouettes hit the horizon yet? Keep checking. Anthropology narrates collective feelings, gives form to the ambience. But what's the ambience of late industrialism; what's it feel like to collapse? As we watch factory buildings crumble, we wonder whether the tap water's clean. The question of how to write the world (anthropologically-speaking) must also be a question of how to survive, thrive, and even flourish. Archaeologists have long explored decadence, collapse, and ruins. Cultural anthropologists now find themselves in the archaeologists' shoes. Drawing from archaeology, cultural anthropology, ecology, and literary theory, this course will be an open-ended, writing-oriented examination of contemporary experiences of ruins and ruination. One area of focus is the effects of capitalism and post-industrialism on people of color and non-English speakers in North America.

*Crosslisted as: CST-349WC**Applies to requirement(s): Social Sciences; Multicultural Perspectives**M. Watson**Prereq: ANTHR-105.***ANTHR-342 Science as Culture***Not Scheduled for This Year. Credits: 4*

What is science? The progressive discovery of Nature's laws? The process of honing claims about the universe? Is science the act of postulating and testing hypotheses? Or is it tinkering, experimentation? This course offers an advanced introduction to cultural and anthropological studies of science. Through careful readings of work in areas such as the sociology of scientific knowledge, actor-network theory, feminist science studies, and affect theory, we will explore the sciences as complex systems of cultural production. The course will culminate in a series of critical ethnographic studies of how the sciences shape concepts and experiences of race, the body, gender, and sexuality.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**M. Watson**Prereq: 8 credits in the department.*

**ANTHR-350 Issues in Contemporary Anthropological Theory***Fall. Credits: 4*

This course explores the major theoretical frameworks developed and debated by anthropologists of the past two decades. It covers core issues in anthropological epistemology, the relationship of ethnography to social and cultural theory, trends in anthropological analysis, and the place of anthropological theory in broader academic and public discourses.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Watson**Restrictions: This course is limited to seniors.**Prereq: 8 credits in Anthropology.***ANTHR-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Arabic

### Overview and Contact Information

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

### See Also

- Middle Eastern Studies (p. 263)
- Asian Studies (p. 75)

### Contact Information

**Ying Wang, Chair****Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

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

## Faculty

**This area of study is administered by the Asian Studies Committee:**

Satananda Gabriel, Professor of Economics

Rie Hachiyanagi, Professor of Art

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics, Teaching Spring Only

Kavita Khory, Ruth Lawson Professor of Politics, Teaching Fall Only

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology

Ajay Sinha, Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Calvin Chen, Associate Professor of Politics

Amina Steinfelds, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Assistant Professor of History

Lisha Xu, Senior Lecturer in Asian Studies

Lei Yan, Senior Lecturer in Chinese

Heba Arafah, Five College Lecturer in Arabic

Kyaee-Sung Park, Five College Lecturer in Korean

Richard Chu, Five College Associate Professor of History

Mohamed Hassan, Five College Senior Lecturer in Arabic

May George, Five College Lecturer in Middle East Studies

Nahla Khalil, Five College Lecturer in Arabic

Suk Massey, Five College Lecturer in Korean

Chan Young Park, Five College Lecturer in Korean

John Weinert, Five College Lecturer in Arabic

Chihiro Hanami, Visiting Instructor in Japanese

### Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
At least two 300-level courses in Arabic		8
8 additional credits of Arabic language courses at the 200 level or higher		8
Total Credits		16

### Additional Specifications

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

## Courses Counting towards the Arabic Minor

### ASIAN-232 Second Year Arabic I

Fall. Credits: 4

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 use *Al Kitaab*, Book 2 (3rd edition), completing Chapter 4 by the end of the semester.

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

*H. Arafah*

*Prereq: ASIAN-131.*

*Advisory: Asian Studies 131 or equivalent (contact Mohamed El-Sawi Hassan at Amherst College for placement)*

### ASIAN-233 Second Year Arabic II

Spring. Credits: 4

Students in this course will continue furthering 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 continue using Georgetown Textbook *Al Kitaab*, Book 2, 3rd edition. The prerequisite is Arabic 130-131 or the equivalent.

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

*H. Arafah*

*Prereq: ASIAN-232 or equivalent.*

## Architectural Studies

### Overview and Contact Information

The Architectural Studies Program at Mount Holyoke offers an interdisciplinary approach to issues of design, history, and theory. The program blends studio and academic work, as well as the interactions between architecture and culture throughout history.

Architectural Studies lays a foundation of creative practice, technical skill, problem-solving, and critical thinking that prepares students for graduate study and professions in a variety of fields including architectural, industrial, and landscape design, urban planning, construction, education, sustainability, and project management with international development organizations. Mount Holyoke College is also a member of the Five College Architectural Studies program which offers access to the collective courses, faculty, and resources of the Five Colleges

With interests ranging from architectural history to urban design, majors have enrolled in study abroad programs across the globe, including Copenhagen, Dublin, Florence, and Paris.

### Contact Information

**Michael T. Davis, program coordinator**

**Rose Ryan, Academic Department Coordinator**

201 Art Building

413-538-2200

<https://www.mtholyoke.edu/acad/architectural>

## Faculty

**This area of study is administered by Architectural Studies faculty within the Department of Art and Art History:**

Michael Davis, Professor of Art History

Ajay Sinha, Professor of Art History

Jessica Maier, Associate Professor of Art History

Naomi Darling, Five College Assistant Professor of Architecture Studies

### Five College Affiliated Faculty

Thom Long, Five College Associate Professor of Architecture and Design, Hampshire College

Gabriel Arboleda, Assistant Professor of Architectural Studies, Amherst College

## Requirements for the Major

A minimum of 44 credits:

Code	Title	Credits
<b>Foundation Concentration</b>		
One art studio course at the 100 level; for example:		4
ARTST-120	Drawing I <sup>1</sup>	
or ARTST-131 Studio Art Foundations		
One of the following art history survey courses with significant architectural content:		4
ARTH-100	Image and Environment	
ARTH-101	The Built Environment	
ARTH-105	Arts of Asia	
ARCH-201	Introduction to Architecture	
<b>Design Studio: 8 credits (taken at Mount Holyoke, Smith College, Hampshire College, or the University of Massachusetts, Amherst); for example: <sup>1</sup></b>		8
Mount Holyoke:		
ARCH-205AD	Introduction to Architecture: 'Design'	
ARCH-225ED	Intermediate Studies in Architecture: 'Environmental Principles'	
Amherst:		
ARCH 216	Intermediate Architectural Design	
Smith:		
LSS-250	Studio: Landscape and Narrative	
ARS-283	Introduction to Architecture: Site and Space	
ARS-285	Introduction to Architecture	
Hampshire:		
HACU-107	Introduction to Architectural Design	
IA-0180	Design Fundamentals I	
HACU-205	Topics in Architecture	
UMass:		
ARCH-300	Design I	
ARCH-301	Design II	

**Intermediate Concentration: 20 credits at the 200 level** 20

At least one course must be a studio art course <sup>2</sup>

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-222	Age of the Cathedrals: Gothic Art in Europe, 1100-1500	
ARTH-233	Renaissance and Baroque Architecture in Italy	
ARTH-243AR	Architecture 1890-1990: 'Building the Modern Environment'	
ARTH-262	Arts of Japan	
ARTH-263	Arts of India	
ARTH-271	Arts of Islam: Book, Mosque, and Palace	
ARTH-290	Issues in Art History <sup>3</sup>	
<b>Advanced Concentration: 8 credits at the 300 level (in area of concentration). Courses may be drawn from art history, studio art, architectural design, and related disciplines</b>		<b>8</b>
Total Credits		44

<sup>1</sup> ARTST-120 or ARTST-131 or any of their offerings; for example ARTST-120BV, ARTST-120FR, ARTST-120VE, or ARTST-131SE.

<sup>2</sup> Design studios are not substitutes for art studios

<sup>3</sup> Drawing, multimedia, painting, printmaking, sculpture, photography; consult the studio art course offerings

<sup>4</sup> Where the specific topic of the ARTH-290 course is appropriate

## Other Requirements

- Program plan. 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.

## Additional Specifications

- Students are encouraged to fulfill the Science and Mathematics distribution requirement by taking courses in mathematics and physics that are required for graduate study in architecture.
- Students majoring in architectural studies are not eligible to minor in art history or art studio.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
ARTH-100	Image and Environment	4
or ARTH-101	The Built Environment	
or ARTH-105	Arts of Asia	
or ARCH-201	Introduction to Architecture	
One approved art studio course at the 100 level, for example: <sup>1</sup>		4
ARTST-120	Drawing I	
or ARTST-131	Studio Art Foundations	
A minimum of one approved architectural design course at the 200 level		4
Two approved electives in art history, art studio, or architectural design at the 200 or 300 level		8
Total Credits		20

<sup>1</sup> ARTST-120 or ARTST-131 or any of their offerings; for example ARTST-120BV, ARTST-120VE, or ARTST-131SE.

## Other Requirements

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

## Additional Specifications

- At least 16 credits must be above the 100 level to satisfy the requirements for the minor.
- Students majoring in art history or studio art are not eligible to minor in architectural studies.

## Course Offerings

### ARCH-201 Introduction to Architecture

*Not Scheduled for This Year. Credits: 4*

This course introduces the many facets of architecture: history, theory, and design of buildings, landscapes, and cities. In addition to surveying architecture from the earliest forms of human habitation to contemporary residences, the course introduces basic analytical skills of architectural representation. Students will develop skills of speaking and writing about architecture, while also learning basic design tools: the sketch, map, plan, elevation, materials study, and landscape setting. Guest architects and theorists will introduce design topics and work with students preparing drawings and designs that are evaluated on effort and realization, not on proficiency.

*Applies to requirement(s): Humanities*

*M. Davis*

*Restrictions: This course is limited to first-years and sophomores.*

### ARCH-205 Introduction to Architecture

#### ARCH-205AD Introduction to Architecture: 'Design'

*Spring. Credits: 4*

This studio course introduces a series of design investigations around particular themes and approaches to architecture and the built environment. Students will develop visual communication and architectural design skills (sketches, plans, elevations, sections, projected drawings and model making) to tackle 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 and design issues involving site, inhabitation, function, form, materiality, light and space. Our goal is to apply creative techniques in art and sculpture to the creation of meaningful space.

*Applies to requirement(s): Humanities*

*N. Darling*

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

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

**ARCH-225 Intermediate Studies in Architectural Design****ARCH-225ED Intermediate Studies in Architecture: 'Environmental Principles'***Fall. Credits: 4*

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

*Applies to requirement(s): Humanities**N. Darling**Prereq: ARCH-205.**Advisory: Knowledge of algebra and trigonometry. ARCH-216 at Amherst College is recommended.**Notes: Students enrolled in this course will be responsible for some of the cost of materials.***ARCH-280 Topics in Architectural Studies****ARCH-280MB Topics in Architectural Studies: 'Makerspace Design-Build Studio'***Spring. Credits: 4*

The rise of digital fabrication processes has blurred the traditional division of labor enabling architects and designers not only to draw but to also fabricate projects, often using the very same programs. Following the rise in CAD/CAM has been a burgeoning Maker movement as more and more individuals have rediscovered the joys (and sometimes frustrations) of realizing projects within a collaborative environment. This class will introduce students to both traditional and digital making through a series of individual exercises that will culminate in a collaborative group project to make a reception desk for the new Makerspace in Prospect Hall.

*Applies to requirement(s): Humanities**N. Darling**Prereq: Any architecture studio course or art studio course.***ARCH-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ARCH-305 Advanced Topics in Architecture****ARCH-305CS Advanced Topics in Architecture: 'Capstone Studio'***Not Scheduled for This Year. Credits: 4*

This studio provides a structured creative environment for students to explore and design in both an individual and collaborative setting. Students develop their own individual design projects, identifying their approach, then executing their creative acts throughout the semester. This course is highly interdisciplinary in nature, yet designed for students developing projects in various areas of architecture and design, environmental studies, and urban planning. Discussion and writing are integral to this studio. The semester culminates in a collective exhibition. Students must have an individual project in mind or in progress at the start of the term.

*Applies to requirement(s): Humanities**N. Darling**Notes: A considerable amount of self-directed work outside of class hours is expected from students.***ARCH-305TC Advanced Topics in Architecture: 'Technologies of Architectural Design'***Fall. Credits: 4*

This seminar investigates the role of technology in the design of buildings in the pre-modern world. We will perform the layout of a medieval church plan employing geometric procedures, follow the development of drawing in conception and construction, and consider structural innovation as a response to changing functional and imaginative demands. Using digital software and the facilities of the Makerspace, we will explore the possibilities technology offers for the analysis, reconstruction, and presentation of historical architecture.

*Crosslisted as: ARTH-301TC**Applies to requirement(s): Humanities**M. Davis**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: A combination of 8 credits in art history, architectural studies, or art studio.**Advisory: Students with a computer science background encouraged to enroll.***ARCH-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***ARCH-395P Independent Study with Practicum***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Related Courses

Students who plan to enroll in courses outside of the Five Colleges, especially in courses to be taken at another institution or abroad, should first consult with their advisor and the program coordinator to determine if the courses meet the 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 schedule (<https://www.fivecolleges.edu/academics/courses>) and [fcarch.org](http://fcarch.org) (<http://fcarch.org>).

- Amherst College: Department of Art and the History of Art
- Hampshire College: Humanities, Arts, and Cultural Studies (HACU), Lemelson Center (HCLC)
- Smith College: Department of Art, Landscape Studies Program
- University of Massachusetts: Architecture and Design, Building Construction Technology, Landscape Architecture and Regional Planning.

## Art History

### Overview and Contact Information

Art History is the historical study of objects and images: painting, sculpture, architecture, film, furniture, ceramics, installations, and many other things. Our courses span the globe, from ancient Rome, Islamic cultures, medieval Paris and Renaissance Italy, to Indian cinema, American painting, contemporary photography and modern architecture. The objectives of our curriculum are: to learn the verbal language necessary to analyze and interpret objects, images, and the

built environment; to understand works of art and architecture in their historical and cultural settings; and to develop a critical voice that extends to all aspects of the visual world.

## Contact Information

Ajay Sinha, Chair

Rose Ryan, Academic Department Coordinator

201 Art Building

413-538-2200

<https://www.mtholyoke.edu/acad/arhistory>

## Faculty

**This area of study is administered by the Department of Art and Art History:**

Bettina Bergmann, Helene Phillips Herzig '49 Professor of Art History, Teaching Fall Only

Michael Davis, Professor of Art History

Anthony Lee, Idella Plimpton Kendall Professor of Art History

Ajay Sinha, Professor of Art History

Paul Staiti, Professor of Fine Arts on the Alumnae Foundation, Teaching Fall Only

Jessica Maier, Associate Professor of Art History

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
	One course at the 200 level in the Ancient and Medieval area	4
	One course at the 200 level in the Renaissance and Baroque area	4
	One course at the 200 level in the Modern and American area	4
	One course at the 200 level in the non-Western area	4
	Two courses at the 300 level <sup>1</sup>	8
	Three additional courses at any level	12
	One course from another department or program that is chosen in consultation with an art history advisor, after the declaration of major	4
Total Credits		40

<sup>1</sup> not including ARTH-395

## Additional Specifications

- Art history majors may not minor in architectural studies.
- Majors may enroll in 300-level seminars at the other Five College institutions with permission in advance from their advisor and the department chair. Students who plan to enroll in 300-level courses outside of the Five Colleges, especially yearlong courses to be taken abroad, should first consult with their advisor and the department chair to determine if the courses meet departmental criteria for 300-level credit.
- Reading knowledge of a foreign language is recommended for those contemplating graduate study in art history.
- A Studio Art course is strongly advised.
- Students should be aware that preference in 300-level courses is normally given to those who have taken a relevant course at the 200 level. Majors are not automatically guaranteed preference in seminars

that might be oversubscribed and, therefore, should not wait until the last semester to fulfill a seminar requirement.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
	One 100-level art history course <sup>1</sup>	4
	Any four courses in art history at the 200 level or above	16
Total Credits		20

<sup>1</sup> A student may substitute this course with AP credit in art history, but must take an additional 4 credits in art history at any level to meet the 20 credit minimum for the minor.

## Additional Specifications

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

## Course Offerings

### ARTH-100 Image and Environment

#### ARTH-100PW Image and Environment: 'The Power of Images'

*Not Scheduled for This Year. Credits: 4*

Bombarded daily by thousands of images, we often lack sufficient visual literacy to understand fully how they shape our reality. The course explores roles that images have played in earlier cultures and in our own, how people view, analyze, and articulate their understanding of the visual world. Topics include living statues, votive offerings, voodoo figures, relics, idolatry, iconoclasm, propaganda, and censorship.

*Applies to requirement(s): Humanities*

*B. Bergmann*

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

*Spring. Credits: 4*

This course explores how artists, images, and objects have sparked revolution, defined identity, changed how people think and act, reflected and made history. We will examine moments of major change in the arts through close attention to specific themes, individuals, and works from the last seven centuries. The goal is not a fact-filled, comprehensive, strictly chronological overview, but rather an understanding of the ways in which the western visual legacy has profoundly shaped how we see the world around us.

*Applies to requirement(s): Humanities*

*J. Maier*

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

*Fall. Credits: 4*

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

*Applies to requirement(s): Humanities*

*P. Staiti*

**ARTH-101 The Built Environment***Spring. Credits: 4*

This course surveys architecture from the ancient world to the present as both a functional response to human activity and as a medium that expresses cultural values. In the service of domestic life, religious ritual, political agendas, commerce, and leisure, architecture reflects and shapes the natural environment, technology, economics, and aesthetic taste. While the history of Western architecture constitutes the primary touchstone, we will pursue themes that include buildings, cities, and sites from around the world.

*Applies to requirement(s): Humanities**M. Davis***ARTH-105 Arts of Asia***Fall. Credits: 4*

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.

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Sinha***ARTH-202 Talking Pictures: An Introduction to Film***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: FLMST-202**Applies to requirement(s): Humanities**P. Staiti***ARTH-216 Empire: The Visual World of Ancient Rome***Not Scheduled for This Year. Credits: 4*

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. The 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 the arts of engineering and city planning, public propaganda, arena spectacles, homes of life and the afterlife, and mystery religions.

*Applies to requirement(s): Humanities**B. Bergmann**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-222 Age of the Cathedrals: Gothic Art in Europe, 1100-1500***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Humanities**M. Davis**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-230 Italian Renaissance Art***Fall. Credits: 4*

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

*Applies to requirement(s): Humanities**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-231 Northern Renaissance Art***Spring. Credits: 4*

This course covers the arts in Northern Europe during a time of upheaval. We will look at developments in panel painting, manuscript illumination, printmaking, and sculpture from the fourteenth to sixteenth centuries—examining shifting patterns of patronage and production along with shifting styles, techniques, and media. We will consider major artists like Jan van Eyck, Albrecht Durer, and Pieter Bruegel, as well as seismic cultural shifts such as the print revolution, the emergence of the woman artist, the Reformation, and the origins of the art market.

*Applies to requirement(s): Humanities**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-233 Renaissance and Baroque Architecture in Italy***Not Scheduled for This Year. Credits: 4*

This course focuses on architecture in Italy—including churches, palaces, villas, and fortifications, as well as city planning—from 1400 to 1700. In this period, architects took their cues from the classical tradition even as they carved out their own territory, developing new techniques and perfecting old ones to realize their designs. We will trace shifting architectural practice through key figures from Brunelleschi to Bernini, and through the lens of larger cultural forces. We will also examine buildings in light of the painted and sculpted decorative programs that were often integral to their overall effect.

*Applies to requirement(s): Humanities**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: First-year students may seek permission if they have 4 credits in Art History.***ARTH-236 The Global Renaissance***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Humanities**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors*



**ARTH-241 Nineteenth-Century European Art: Neoclassicism to Impressionism***Fall. Credits: 4*

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

*Applies to requirement(s): Humanities**A. Lee**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-242 History of Photography: The First Hundred Years***Fall. Credits: 4*

This course surveys the first century of photography, beginning with its putative birth in 1839 and following its shifts and turns until the eve of World War II. We will look at a variety of photographic types: the daguerreotype, calotype, tintype, albumen and gelatin silver prints. We will assess a range of practices: studio portraiture, commercial pictures, vernacular photography, journalism, and the fine arts. And we will follow camerawork in a variety of settings: Canada, China, England, France, Mexico, Russia, and the U.S.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-243 Architecture 1890-1990****ARTH-243AR Architecture 1890-1990: 'Building the Modern Environment'***Fall. Credits: 4*

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

*Applies to requirement(s): Humanities**M. Davis**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-244 Global Modernism***Spring. Credits: 4*

This course examines the great ruptures in late 19th and early 20th century art that today we call modernist. It relates aspects of that art to the equally great transformations outside the studio: political revolution, the rise and consolidation of industrial capitalism, colonization and its discontents, and world war. It compares different kinds of modernisms, including those in Austria, France, Germany, Mexico, Spain and Russia.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-245 Art of Cold War Modernity***Spring. Credits: 4*

This course traces the different paths of painting, sculpture, and photography in the U.S. and Western Europe between 1945 and 1989, between the end of World War II and the fall of the Berlin Wall. We will follow the 'crisis of modernism,' the rise of post-modernism, and the effects of geopolitical tension on the visual arts.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-250 American Art***Fall. Credits: 4*

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

*Applies to requirement(s): Humanities**P. Staiti**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-261 Arts of China***Spring. Credits: 4*

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

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Sinha**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-262 Arts of Japan***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Sinha**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-263 Arts of India***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Sinha**Restrictions: Course limited to sophomores, juniors and seniors*



**ARTH-271 Arts of Islam: Book, Mosque, and Palace***Spring. Credits: 4*

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.

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

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 by working with original objects in the Mount Holyoke College Art Museum.

*Applies to requirement(s): Humanities**B. Bergmann**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: Some exposure to the classical world of Greece and Rome or art history.***ARTH-290BC Issues in Art History: 'Bollywood: A Cinema of Interruptions'***Spring. Credits: 4*

Indian popular film, known commonly as Bollywood, is usually understood to have weak storylines interrupted with overblown cinematic spectacles and distracting dance numbers. The course explores the narrative and visual structure of Bollywood for what scholar Lalitha Gopalan has called a "constellation of interruptions." We will analyze a selection of films closely, read scholarly articles, participate in debates, write guided assignments, and pursue independent research papers. We will learn to develop provocative historical and theoretical approaches to Indian films both, as a vibrant cultural form as well as intelligent filmmaking that challenges us and contributes to our understanding of world cinema.

*Crosslisted as: FLMST-270BC**Applies to requirement(s): Humanities; Multicultural Perspectives**A. Sinha***ARTH-290CM Issues in Art History: 'Classical Myth in Ancient Art'***Not Scheduled for This Year. Credits: 4*

The aim of the course is to acquaint students with the stories of gods and mortals represented in Greek and Roman art. We will examine visual modes of storytelling in sculpture, mosaic, fresco, lamps, and gems. In which contexts did such stories appear, why, and what do we know about their reception among ancient viewers?

*Applies to requirement(s): Humanities; Multicultural Perspectives**B. Bergmann**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-290CR Issues in Art History: 'The City of Rome From Romulus to Constantine'***Fall. Credits: 4*

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.

*Crosslisted as: CLASS-230**Applies to requirement(s): Humanities**M. Landon**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-290FM Issues in Art History: 'American Films That Matter'***Not Scheduled for This Year. Credits: 4*

Certain American films stand out as works of art by combining strong narrative structure with striking visual presence. Ten of those films, from the silent era to the present, will be studied. In addition to weekly discussion, students will be responsible for analyzing opening sequences. Among the films to be considered are: *The Grapes of Wrath*, *It's a Wonderful Life*, *Sunset Boulevard*, *Touch of Evil*, *Vertigo*, *Chinatown*, *Blade Runner*, *Do the Right Thing*, and *Beasts of the Southern Wild*.

*Crosslisted as: FLMST-270FM**Applies to requirement(s): Humanities**P. Staiti**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: A previous Film Studies course.***ARTH-290MU Issues in Art History: 'Museumized The History, Ethics, and Workings of Art Museums'***Spring. Credits: 4*

This course will look at the history, theory and practice of art museums as well as the numerous issues they face today. Students will be introduced to issues such as community access, cultural ownership, and repatriation. We will consider the biases that are present in any exhibition through the work of artists such as Andrea Fraser and Fred Wilson. Through hands on projects and field trips students will gain valuable insight and experience in the museum field. The class will give an idea of the variety of careers available in the art world and help students become critical viewers of exhibitions.

*Applies to requirement(s): Humanities**K. Martineau**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-290PM Issues in Art History: 'Pompeii'***Not Scheduled for This Year. Credits: 4*

Buried in the volcanic eruption of 79 CE, Pompeii provides an astounding level of preservation for fresco, sculpture, and luxury arts in addition to temples, baths, houses, shops, theaters, and streets. The rediscovery of the ancient site since the eighteenth century had a significant impact upon European art and literature. The course examines the surviving environment and artifacts created in the late republic and early empire and considers the history of archaeological and art historical methods and the romantic visions of Pompeii in art, theatre, and film up to the present.

*Applies to requirement(s): Humanities**B. Bergmann**Advisory: Some exposure to the classical world of Greece and Rome or art history.*

**ARTH-290TH Issues in Art History: 'The City of Athens from Theseus to Alaric'***Not Scheduled for This Year. Credits: 4*

A detailed survey of the principal surviving monuments and the overall architectural development of the city of Athens from its origins in the Bronze Age to the end of the 4th century C.E. The archaeological evidence will be discussed against a broader cultural and historical background, with an emphasis on the specific people and events that helped to shape the city and the general social and political circumstances that gave the monuments meaning.

*Crosslisted as: CLASS-231**Applies to requirement(s): Humanities**M. Landon***ARTH-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ARTH-300 Seminar****ARTH-300CR Seminar: 'Critical Approaches to Art Historical Study'***Fall. Credits: 4*

Intended as a kind of 'boot camp' for Art History majors, this course gives a major overview of the field, its methods, and its professional possibilities. Students will design their own research projects, conceptualize exhibitions, and hear from professionals working in various sectors of the art world. They will hone their research, writing, and speaking skills, while learning what it means to interpret art through lenses such as formalism, Marxism, gender, and postcolonialism. Students will also write applications for internships, jobs, and graduate programs—the goal being to consider how the art history skills they have acquired as undergraduates can translate into life after college, in the art world and beyond.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Maier**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Art History.***ARTH-301 Topics in Art History****ARTH-301BK Topics in Art History: 'The Art of the Book: From Manuscript to Incunabula'***Spring. Credits: 4*

The subject of this course is the book, from its invention in the late antique era to the advent of printing in the fifteenth century, in Europe and Western Asia. We will study books made for devotion, instruction, entertainment, and pleasure, from the earliest accounts of Christ's life, to jewel-encrusted books painted with gold for emperors, to student-copied textbooks of the oldest universities, to vernacular literature, legends, and histories. Topics include technology and materials, integration of text and image, makers (monastic, courtly, and commercial), and readers and collectors, via first-hand study of manuscripts in nearby collections and independent research.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Andrews***ARTH-301DE Topics in Art History: 'Destroying Art Past and Present'***Not Scheduled for This Year. Credits: 4*

In this course, we will investigate the destruction of artworks and monuments for religious or political reasons, called iconoclasm. The seminar addresses the current debates involving the removal and destruction of confederate monuments in the U.S. and responses from government, media, and social critics. Concurrently, we will study key historical moments of iconoclasm ranging from the Byzantine era to the Protestant Reformation and the French Revolution. Studying iconoclasms in different historical periods raises the issue of the power of art in society. Through class discussion, group work, original research, and writing, we will explore how past iconoclasms may inform our understanding of the present. The work also involves an inquiry into art historical methodology as well as approaches from fields such as critical race theory, and a consideration of the role of the art historian in the present debates and social justice movements.

*Crosslisted as: RELIG-331DE**Applies to requirement(s): Humanities**C. Andrews***ARTH-301FS Topics in Art History: 'Founding Sisters: The Origins of College Collections'***Not Scheduled for This Year. Credits: 4*

The seminar explores the early history of liberal arts college collections and the pioneering women who founded them. Research in the college archives and museum and department files will supply answers to how and when marble sculpture, plaster casts, and scientific specimens came to Mount Holyoke. The course illuminates a major, forgotten role of women in shaping of the liberal arts in the late 19th and 20th centuries. Final projects will culminate in a virtual exhibition and WordPress site that will be linked to museum and department websites.

*Applies to requirement(s): Humanities**B. Bergmann**Prereq: 8 credits in Art History.***ARTH-301TC Topics in Art History: 'Technologies of Architectural Design'***Fall. Credits: 4*

This seminar investigates the role of technology in the design of buildings in the pre-modern world. We will perform the layout of a medieval church plan employing geometric procedures, follow the development of drawing in conception and construction, and consider structural innovation as a response to changing functional and imaginative demands. Using digital software and the facilities of the Makerspace, we will explore the possibilities technology offers for the analysis, reconstruction, and presentation of historical architecture.

*Crosslisted as: ARCH-305TC**Applies to requirement(s): Humanities**M. Davis**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: A combination of 8 credits in art history, architectural studies, or art studio.**Advisory: Students with a computer science background encouraged to enroll.*

**ARTH-302 Great Cities****ARTH-302PA Great Cities: 'Reimagining Paris'***Not Scheduled for This Year. Credits: 4*

This seminar studies medieval Paris, the largest city in Europe, royal capital of France, and home to a renowned university. We meet the city through its surviving buildings, visual arts, and literature. Using digital tools we will reconstruct key lost buildings in a process that casts participants in the role of builder, demands careful evaluation of evidence and encourages creative imagination.

*Applies to requirement(s): Humanities**M. Davis**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Art History, Computer Science, or Medieval Studies.***ARTH-310 Seminar in Ancient Art****ARTH-310BA Seminar in Ancient Art: 'The Body in Classical Art'***Spring. Credits: 4*

This course interrogates the representation of human, divine, and "other" bodies in Classical art. Through the body, we will engage with questions regarding the roles and perceptions of divinities, humans, and "others" in visual culture from both the ancient and contemporary world. We will also unpack ancient attitudes and expectations of males and females, human and the divine, citizens and "others", and engage with questions of ancient perceptions of beauty, masculinity and femininity, and social and sexual normativity and deviation. Through the investigation of the ancient world and a critical engagement with contemporary America, students will develop a deeper appreciation for how representations of the body can communicate essential cultural information for both the past and the present.

*Applies to requirement(s): Humanities**C. Feldman**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in art history.***ARTH-310CA Seminar in Ancient Art: 'Collecting Global Antiquity'***Fall. Credits: 4*

The seminar considers the collecting and display of ancient objects from antiquity to the present. We will look at current and past controversies about excavation, plunder, and cultural patrimony. Students will engage in firsthand study of objects. A focus will be an exciting new gift to the Mount Holyoke College Art Museum of ancient artifacts from Afghanistan, Pakistan, and the Indus Valley, which introduce issues of cross-cultural exchange along the Silk Route.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**B. Bergmann**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: Courses in Art History, Classics, or Ancient History.***ARTH-310LM Seminar in Ancient Art: 'Love and Metamorphosis'***Not Scheduled for This Year. Credits: 4*

The course examines the most popular mythical love tales in classical art and their reception since the Renaissance. The aim of the course is to acquaint students with visual modes of storytelling and compare them with narratives in literature and in (records of) performance.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**B. Bergmann**Restrictions: This course is open to juniors and seniors**Prereq: Courses in Art History, Classics, or Ancient History.***ARTH-310RL Seminar in Ancient Art: 'Roman Luxury'***Not Scheduled for This Year. Credits: 4*

The conquest of the Mediterranean introduced a spectacular array of precious materials, flora, and fauna into Rome, and wealthy homeowners spared no expense in collecting and displaying exotica and virtuoso feats of artistry, many accomplished by captive Greeks. The seminar explores patterns of consumption in houses, villas, and sanctuaries in the late Republic and early Empire, and how they were sustained by slave labor, political affiliations, and land ownership. Focus will be on spring exhibition at Smith College, "Leisure and Luxury in the Age of Nero", and on original works of art in our own museum.

*Applies to requirement(s): Humanities**B. Bergmann**Prereq: Courses in art history, classics, or ancient history.***ARTH-332 Seminar in Renaissance and Baroque Art****ARTH-332DV Seminar in Renaissance and Baroque Art: 'Leonardo da Vinci'***Not Scheduled for This Year. Credits: 4*

Leonardo da Vinci ushered in the High Renaissance in painting and established an archetype for the visionary that persists to this day. Artist, architect, military engineer, scientist, and author, he has been credited with inventing the helicopter and corkscrew, not to mention new modes of representation. His best known works—the *Mona Lisa*, the *Last Supper*, the *Vitruvian Man*—are among the foremost icons of western culture. In this seminar, our goal is to look at these paradigms, and Leonardo himself, with fresh eyes. By peering into the mind and achievements of one extraordinary individual, we will open a window onto the broader intellectual and artistic concerns of the Renaissance.

*Applies to requirement(s): Humanities**J. Maier**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in art history.***ARTH-340 Seminar in Modern Art****ARTH-340AM Seminar in Modern Art: 'After Impressionism'***Not Scheduled for This Year. Credits: 4*

This seminar focuses on the works of Seurat, Gauguin, van Gogh, and Toulouse-Lautrec and the feverish debates about painting in the 1880s and 1890s that the previous generation of Impressionists had brought about. Although sometimes called 'Post-Impressionists,' the four were hardly a unified group, took distinct paths away from the main lines of avant-garde expression, and pursued projects that had limited allegiance to the ideas and practices of the others.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in art history.*

ARTH-342 Seminar in Contemporary Art

ARTH-342GC Seminar in Contemporary Art: 'Curating Global Contemporary Art'

Not Scheduled for This Year. Credits: 4

Contemporary art belongs to a global exchange of ideas, requiring models for understanding its value beyond countries of origin. Museums and galleries regularly showcase artworks from different continents to signal historical interconnections. The course explores the challenges or curating contemporary art. We will study existing curatorial practices, and examine the role of small exhibitions as well as large international art fairs in creating an interlinked, international art community. We will work closely with the Mount Holyoke College Art Museum, and develop exhibition strategies to foreground the global aspect of contemporary art.

Applies to requirement(s): Humanities

A. Sinha

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in Art History.

ARTH-350 Seminar in American Art

ARTH-350FW Seminar in American Art: 'The Architecture of Frank Lloyd Wright'

Not Scheduled for This Year. Credits: 4

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

Applies to requirement(s): Humanities

M. Davis

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in art history or architectural studies.

ARTH-360 Seminar in Asian Art

ARTH-360BC Seminar in Asian Art: 'Bollywood: A Cinema of Interruptions'

Not Scheduled for This Year. Credits: 4

How are we to respond to Indian popular film, which is notorious for its distracting song and dance numbers, meandering story line, and visually overblown spectacles? This seminar will develop historical and theoretical approaches to Indian films as what scholar Lalitha Gopalan calls a 'constellation of interruptions.' Students will examine feature films in class, write critical papers on scholarly essays, and pursue independent research projects on various aspects of Indian film.

Crosslisted as: FLMST-370BC

Applies to requirement(s): Humanities

A. Sinha

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits from Art History or Film Studies.

ARTH-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Art Studio

Overview and Contact Information

Mount Holyoke's Department of Art encourages artistic exploration while providing technical skills and interdisciplinary opportunities. Whether enrolled in introductory or advanced studio courses, students learn to express themselves in a range of methods and material. Analysis of original works and engagement with contemporary issues are part of the rich studio experience. The Department of Art offers both a major and a

minor with courses taught by accomplished visual artists. In addition to working closely with these professionals, students also benefit from the department's ties to the Mount Holyoke College Art Museum, one of the oldest teaching museums in the country, and its affiliation with the Five College Consortium.

Contact Information

Rie Hachiyanagi, Chair

Rose Ryan, Academic Department Coordinator

201 Art Building

413-538-2200

<https://www.mtholyoke.edu/acad/artstudio>

Faculty

This area of study is administered by the Department of Art and Art History:

Rie Hachiyanagi, Professor of Art

Joseph Smith, Professor of Art

Ligia Bouton, Associate Professor of Art

Gina Siepel, Lecturer in Art

Amanda Maciuba, Guest Artist in Art

Jacob Rhoads, Visiting Artist Lecturer in Painting

Requirements for the Major

A minimum of 48 credits:

Code	Title	Credits
ARTST-120	Drawing I <sup>1,2</sup>	4
or ARTST-131	Studio Art Foundations	
Six courses in studio art at the 200 level		24
Three courses (12 credits) at the 300 level as follows:		12
Junior year:		
ARTST-390	Advanced Studio	
Fall senior year:		
ARTST-395SS	Senior Studio	
Spring senior year:		
ARTST-390	Advanced Studio (non-thesis students)	
ARTST-395SS	Senior Studio (thesis students)	
8 credits in art history at any level		8
Total Credits		48

<sup>1</sup> ARTST-116 Art and Contemporary Issues may be substituted.

<sup>2</sup> ARTST-120 or ARTST-131 any of their offerings; for example ARTST-120BV, ARTST-120VE, or ARTST-131SE

Additional Specifications

- Courses may be taken within the Five College Consortium, as approved.
- The department strongly asks that students seek the advice of the studio art faculty in selecting courses, their number, and their sequence in constructing a studio art major.



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

## Requirements for the Minor

A minimum of 24 credits:

Code	Title	Credits
ARTST-120	Drawing I <sup>1,2</sup>	4
or ARTST-131	Studio Art Foundations	
Five courses in studio art at the 200 level <sup>3</sup>		20
Total Credits		24

- <sup>1</sup> ARTST-116 Art and Contemporary Issues may be substituted
- <sup>2</sup> ARTST-120 or ARTST-131 any of their offerings; for example ARTST-120BV, ARTST-120VE, or ARTST-131SE
- <sup>3</sup> One of these courses may be taken at the 300 level if instructor permission has been granted

## Additional Specifications

- Courses may be taken within the Five College Consortium, as approved.
- The department strongly urges that students seek the advice of the studio art faculty in selecting courses, their number, and their sequence in constructing a studio art minor.

## 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. See further information in the catalog about the minor in education (p. 324) and Teacher Licensure (p. ), and consult 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.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Offerings

### ARTST-120 Drawing I

#### ARTST-120BV Drawing I: 'Observation, Practice, and Experience'

*Not Scheduled for This Year. Credits: 4*

An intensive practice of observational drawing will challenge common assumptions about how the world is seen and has implications for all aspects of imagination and critical thought. The course will focus on the foundational elements of space, line, tone, value, vision, and the body. It will utilize multiple drawing techniques, tools, materials, and scales, and it will engage in rigorous observation to tap the analytic and expressive capacities of the medium. Studio investigations will be supplemented with critiques, lectures and demonstrations. The work of relevant historical and contemporary artists will be examined.

*Applies to requirement(s): Humanities*

*G. Siepel*

*Advisory: No previous studio experience required. A student may take only one ARTST-120 or ARTST-131.*

*Notes: Along with ARTST-116 and ARTST-131, this 120 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for some of the cost of course materials.*

#### ARTST-120FR Drawing I: 'Form, Structure, and Space'

*Fall and Spring. Credits: 4*

This intensive drawing course will challenge students' assumptions about the world around them. The course will begin from the beginning, using an embodied connection to the tools of drawing to explore foundational elements of space, line, plane, surface, and tone. This course is grounded in hands-on methods where students will work with a variety of drawing media to tap into both the analytic and expressive capacities of the medium.

*Applies to requirement(s): Humanities*

*A. Maciuba, J. Rhoads, G. Siepel*

*Advisory: No previous studio experience required. A student may take only one ARTST-120 or ARTST-131.*

*Notes: Along with ARTST-116 and ARTST-131, this 120 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for some of the cost of course materials.*

#### ARTST-120VE Drawing I: 'Visual Exploration'

*Fall. Credits: 4*

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

*Applies to requirement(s): Humanities*

*J. Rhoads, The department*

*Advisory: A student may take only one ARTST-120 or ARTST-131.*

*Notes: Students preregistering for this course must attend the first class meeting of the semester or their names will be dropped from the class roster. Along with ARTST-116 and ARTST-131, this 120 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for some of the cost of course materials.*



**ARTST-131 Studio Art Foundations****ARTST-131SE Studio Art Foundations: 'Seeing, Making, and Being'***Fall and Spring. Credits: 4*

This hands-on interdisciplinary introduction to the tools and practices of 2D, 3D, and 4D art will encompass multiple approaches including drawing, sculptural construction, site-specificity, and video. Students will undertake conceptual exploration in conjunction with formal and technical skill-building and interdisciplinary dialogue, including a studio-based exploration of museum objects in a post-colonial context. Studio work will be supplemented with critiques, discussion, collaboration, and research, as well as study of relevant contemporary and historical artists.

*Applies to requirement(s): Humanities**G. Siepel*

*Advisory: No previous studio experience is required. A student may take only one ARTST-120 or ARTST-131.*

*Notes: Along with ARTST-116 and ARTST-120, this 131 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for some of the cost of course materials.*

**ARTST-137 Topics in Studio Art****ARTST-137CD Topics in Studio Art: 'Costume Design I'***Fall. Credits: 4*

An introduction to the art and work of the costume designer in the performing arts. Students will learn how a designer approaches a script, how the designer's work impacts a production, and what methods are used in the execution of the design process. Students will learn how to develop their own visual imaginations and how to create visual concepts through discussions and renderings.

*Crosslisted as: THEAT-124**Applies to requirement(s): Humanities**V. James Sanders*

*Advisory: No previous experience in theatre, performance, or the visual arts is required.*

*Notes: lab; \$50 materials fee. Theatre tickets and any design supplies are the responsibility of the student.*

**ARTST-137SC Topics in Studio Art: 'Scene Design I'***Fall. Credits: 4*

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.

*Crosslisted as: THEAT-122**Applies to requirement(s): Humanities**V. James*

*Notes: lab; ; \$50 materials fee. Theatre tickets and any design supplies are the responsibility of the student.*

**ARTST-220 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.

**ARTST-220DT Drawing II: 'Drawing As Thinking'***Spring. Credits: 4*

Artists, engineers, scientists, and other visionaries have always used drawing as a language of thought. Drawing can document the present or envision the future, it can be a tool for problem solving, a mode of expression, and an experimental art form. In this course, we will dig deeply into visual perception and markmaking through observational drawing, further training our eyes and hands. We will explore experimental practices, including mapping, diagramming, emergent forms, and three-dimensional "expanded field" drawings. Multiple media will be used, and coursework will involve a research component.

*Applies to requirement(s): Humanities**G. Siepel**Prereq: ARTST-120 or ARTST-131.*

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

**ARTST-221 Digital Photography I***Fall. Credits: 4*

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

*Applies to requirement(s): Humanities**K. Stewart**Prereq: ARTST-120 or ARTST-131.*

*Notes: Students interested in taking this course should possess a digital SLR or an advanced compact camera. Students enrolled in this course will be responsible for some of the cost of materials. Five College students require permission of instructor to enroll.*

**ARTST-226 Topics in Studio Art**

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

**ARTST-226AB Topics in Studio Art: 'Painting: Strategies in Abstraction'***Not Scheduled for This Year. Credits: 4*

Students in this course will explore diverse approaches to painting abstractly, such as abstraction from observation, gestural improvisation, geometric abstraction, and systems painting. After examining why such strategies were used by previous artists, students will be asked to develop their own approaches to abstraction. Students will also develop skill and confidence in handling materials, the ability to interpret and make meaning in abstract images, and a personal approach to color.

*Applies to requirement(s): Humanities**J. Rhoads**Prereq: ARTST-120 or ARTST-131.*

*Advisory: This course is open to those who have no previous painting experience as well as those who are seeking to take Painting II.*

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

**ARTST-226AR Topics in Studio Art: 'Painting: Abstraction to Representation'**

*Fall. Credits: 4*

Students in this course will explore pictorial strategies that were first developed by abstract painters but have provoked significant shifts within representational painting as well-such as color field painting, process painting, and conceptual abstraction. After examining the history of such approaches, students will use them to develop personal projects that may be abstract, representational, or somewhere in between. Special attention will be paid to the metaphorical potential of materials and to developing personal approaches to color.

*Applies to requirement(s): Humanities*

*J. Rhoads*

*Prereq: ARTST-120 or ARTST-131.*

*Advisory: The course is open to those with no previous painting experience as well as those seeking to further develop their abilities.*

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

**ARTST-226DH Topics in Studio Art: 'Printmaking/Digital Hybrid'**

*Fall. Credits: 4*

This course will explore several ways by which to integrate digital techniques with printmaking by hand. Using Adobe Photoshop and Illustrator, students will incorporate digital methods to develop their imagery but ultimately will print their final work using traditional processes. Students will learn the basics of each technique before moving onto those using digital intervention. Processes studied in depth will include relief and engraving on wood, collographs, and using the laser-cutter to create hand-cut stencils and matrixes for a variety of monoprint techniques.

*Applies to requirement(s): Humanities*

*A. Maciuba*

*Prereq: ARTST-120 or ARTST-131.*

*Advisory: Five College students require permission of instructor to enroll*

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

**ARTST-226TS Topics in Studio Art: 'Painting Outside Oneself'**

*Spring. Credits: 4*

Students in this course will expand their artistic practices by making work that is purposefully unlike anything they have made before. In one project, students might develop a fictional artist and then create work from different stages of that artist's career. In another, students might generate hybrid paintings that merge drastically different styles into a new pictorial language. Ultimately, stepping outside of oneself will be explored as a means of personal transformation and artistic growth.

*Applies to requirement(s): Humanities*

*J. Rhoads*

*Prereq: ARTST-120 or ARTST-131.*

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

**ARTST-236 Painting I**

*Spring. Credits: 4*

This course introduces the basic principles and techniques of painting. Students will learn to use a variety of painting tools, to accurately see and mix colors, to analyze surface qualities, and to prepare supports. Working primarily from direct observation, they will strive to articulate form, to capture spatial relationships, to create purposeful compositions, and to make meaningful images. Subjects will include still life, figure, interiors, and the landscape.

*Applies to requirement(s): Humanities*

*J. Rhoads*

*Prereq: ARTST-120 or ARTST-131.*

*Notes: Students enrolled in this course will be responsible for some of the cost of course materials. Five College students require permission of instructor to enroll*

**ARTST-237 Painting II****ARTST-237DV Painting II: 'Development and Exploration'**

*Not Scheduled for This Year. Credits: 4*

Through a series of increasingly complex color, spatial, and compositional problems, this course consolidates and builds upon the principles and techniques studied in Painting I. Students use these skills to establish their own lines of inquiry, and to explore the formal and conceptual issues that arise from them. To this end, course assignments require increasing degrees of self-direction as the semester progresses, and material and technical experimentation is encouraged. Group critiques play an important role in helping each student formulate her own concerns and ways of working. Subjects include still life, interiors, landscapes, and figures.

*Applies to requirement(s): Humanities*

*J. Rhoads*

*Prereq: ARTST-120 or ARTST-131, and ARTST-236.*

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

**ARTST-246 Sculpture I**

*Spring. Credits: 4*

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

*Applies to requirement(s): Humanities*

*L. Bouton*

*Prereq: ARTST-120 or ARTST-131.*

*Advisory: Priority given to majors, minors, and prospective majors.*

*Notes: Students enrolled in this course will be responsible for some of the cost of course materials. Five College students require permission of instructor to enroll.*

**ARTST-256 Printmaking I***Fall and Spring. Credits: 4*

This course is an introduction to the four basic areas of printmaking: relief, intaglio, screen printing and lithography. Students will begin the semester learning the basics of each technique through attending demonstrations and working on small projects in each area. Students will then choose to focus on one of the four processes, spending the remainder of the semester learning more advanced methods within their chosen area and completing a series of in-depth projects.

*Applies to requirement(s): Humanities**A. Maciuba**Prereq: ARTST-120 or ARTST-131.**Advisory: Five College students require permission of instructor to enroll**Notes: Students enrolled in this course will be responsible for some of the cost of course materials.***ARTST-257 Printmaking II***Not Scheduled for This Year. Credits: 4*

Printmaking II builds on students' existing skills learned in Printmaking I or Printmaking/Digital Hybrid, and deepens their engagement with various forms of print. The course explores concepts such as layering, multiplicity, and mediated forms of production. An emphasis will be placed upon examination of the role of printmaking and print media within contemporary art context. Students challenge themselves with various modes of display and distribution, while blurring distinctions between traditional and innovative processes.

*Applies to requirement(s): Humanities**T. Millman**Prereq: ARTST-120, ARTST-131, ARTST-256, or ARTST-226DH.**Notes: Students enrolled in this course will be responsible for some of the cost of course materials.***ARTST-266 Body and Space***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Humanities**R. Hachiyaniagi**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: This course has no prerequisite and counts towards studio art major and minor requirements as a 200-level course.**Notes: 2 studios (2 hours and 30 minutes); Students enrolled in this course will be responsible for some of the cost of course materials.***ARTST-267 Papermaking with Local Plants***Fall. Credits: 4*

Students collect usable local plants. They examine and record them before and after drying, then cook and crush them to make paper pulp. As they learn how to process those plants, they study how their methods directly connect to papermaking techniques in various indigenous cultures, especially in Africa, the Pacific, Latin America & Asia. Students conceive and construct their art projects inspired by historical/cultural/biological/ecological/personal aspects of plants as well as their physical qualities.

*Applies to requirement(s): Humanities; Multicultural Perspectives**R. Hachiyaniagi**Prereq: At least one 200-level studio art course.**Advisory: Five College students require instructor's permission for this course. Email the professor with a list of all the studio courses previously taken.**Notes: Students enrolled in this course will be responsible for some of the cost of course materials.***ARTST-269 Japanese Papermaking and Aesthetics***Spring. Credits: 4*

In this course, students learn traditional practice and history of Japanese hand papermaking, while exploring contemporary applications of the method. Thin, translucent, resilient paper is great for drawing and printmaking, as well as for sculptural construction and paper casting. This fluidity of medium naturally encourages students to become interdisciplinary in their art making. The apparent fragility, structural strength, and surprising longevity of the material will be grounds for philosophical investigations into the nature of creativity. Students learn and write about Japanese history, culture, traditional art, and unique aesthetics, as well as about paper.

*Applies to requirement(s): Humanities; Multicultural Perspectives**R. Hachiyaniagi**Prereq: ARTST-120 or ARTST-131 and at least one 200-level studio art course.**Notes: Students enrolled in this course will be responsible for some of the cost of course materials. Five College students require instructor's permission for this course. Email the professor with a list of all the studio courses previously taken.***ARTST-280 Topics in Studio Art**

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

**ARTST-280AB Topics in Studio Art: 'Artists' Books'***Fall and Spring. Credits: 4*

This course introduces students to the fundamentals of bookbinding, artists' books and zines. A variety of book structures and skills will be demonstrated, discussed and used throughout the semester. Throughout the course students will develop a basic understanding of what a book is, where it fits in contemporary art practice as well as its historical context. Students will use the technical bookbinding skills discussed to create a series of both one-of-kind artists' books as well as a small edition of zines.

*Applies to requirement(s): Humanities**A. Maciuba**Prereq: ARTST-120 or ARTST-131.**Notes: Students enrolled in this course will be responsible for some of the cost of course materials.*

**ARTST-280FP Topics in Studio Art: 'Art-Making on a Fragile Planet'***Fall. Credits: 4*

What does it mean to be an artist in the Anthropocene? How can we use sculpture to explore pressing environmental issues while still taking responsibility for our consumption of materials? Through research, discussion, and production, this class will explore the possibilities and approaches available to us as artists for meaningful social engagement and response to our current environmental condition. We will utilize a wide range of fabrication approaches and raw materials, including dysfunctional objects, recycled materials, and digital and time-based media.

*Applies to requirement(s): Humanities**L. Bouton**Prereq: ARTST-120 or ARTST-131.**Advisory: The course is open to those with no previous sculpture experience as well as those seeking to further develop their sculptural abilities.**Notes: Students enrolled in this course will be responsible for some of the cost of course materials.***ARTST-280NP Topics in Studio Art: 'Narrative Painting'***Not Scheduled for This Year. Credits: 4*

In the past few years, many contemporary painters have shown renewed interest in one of painting's oldest functions – telling stories. Students in this course will first explore historical forms of narrative painting before considering its many uses today: to advance political agendas, to reimagine or recover histories, to memorialize, to cultivate attention, to entertain, and to impart values. They will create paintings in relationship to historical and contemporary events, found texts, myths, literature, and stories they write themselves.

*Applies to requirement(s): Humanities**J. Rhoads**Prereq: ARTST-120 or ARTST-131.**Notes: Students enrolled in this course will be responsible for some of the cost of course materials.***ARTST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ARTST-390 Advanced Studio***Fall and Spring. Credits: 4*

Concentration on individual artistic development. Emphasis will be placed on experimentation, thematic development, and critical review. Students may elect to take this course more than once.

*Applies to requirement(s): Humanities**R. Hachiyaniagi**Restrictions: This course is limited to Art Studio majors only.**Prereq: At least four 200-level studio art courses.**Advisory: Studio art majors only. Minors require permission of instructor. Mount Holyoke students only**Notes: Repeatable for credit. Students enrolled in this course will be responsible for some of the cost of course materials.***ARTST-392 Five College Advanced Studio Seminar****ARTST-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

*Notes: Senior studio majors may elect to become candidates for an honors thesis with approval of the studio faculty. NOTE: Students enrolled in all studio courses will be responsible for some of the cost of course materials.*

**ARTST-395SS Senior Studio***Fall and Spring. Credits: 4**R. Hachiyaniagi**Restrictions: Limited to Mount Holyoke Art Studio majors in their senior year. Instructor permission required.**Notes: Repeatable for credit. Students enrolled in all studio courses will be responsible for some of the cost of course materials.*

## Asian Studies

### Overview and Contact Information

The Asian studies (transregional) minor allows students to study the diversity of Asia in a comparative framework. Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of Asia.

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

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

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

### See Also

- Arabic (p. 60)
- Chinese (p. 103)
- East Asian Studies (p. 140)
- Japanese (p. 242)
- Middle Eastern Studies (p. 263)
- South Asian Studies (p. 345)
- Asian/Pacific/American Studies (p. 82)

### Contact Information

**Ying Wang, Chair****Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

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

## Faculty

**This area of study is administered by the Asian Studies Committee:**

Satyananda Gabriel, Professor of Economics

Rie Hachiyaniagi, Professor of Art



Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics, Teaching Spring Only

Kavita Khory, Ruth Lawson Professor of Politics, Teaching Fall Only

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology

Ajay Sinha, Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Calvin Chen, Associate Professor of Politics

Amina Steinfels, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Assistant Professor of History

Lisha Xu, Senior Lecturer in Asian Studies

Lei Yan, Senior Lecturer in Chinese

Heba Arafah, Five College Lecturer in Arabic

Kyae-Sung Park, Five College Lecturer in Korean

Richard Chu, Five College Associate Professor of History

Mohamed Hassan, Five College Senior Lecturer in Arabic

May George, Five College Lecturer in Middle East Studies

Nahla Khalil, Five College Lecturer in Arabic

Suk Massey, Five College Lecturer in Korean

Chan Young Park, Five College Lecturer in Korean

John Weinert, Five College Lecturer in Arabic

Chihiro Hanami, Visiting Instructor in Japanese

Alice Kao, Visiting Lecturer in Asian Studies

## Requirements for the Minor

A minimum of 16 credits

Code	Title	Credits
12 credits of approved 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		12
At least 4 credits in approved Asian studies courses at the 300 level.		4
Total Credits		16

## Additional Specifications

- 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.
- There is no language requirement for the Asian Studies minor.
- See also: minors in Arabic (p. 60), Chinese (p. 103), and Japanese (p. 242).

## ASIAN Course Offerings

### Asian Culture

#### ASIAN-214 Philosophical Foundations of Chinese Thought: The Classical Period

*Not Scheduled for This Year. Credits: 4*

An introduction to Chinese thought in the Classical period (~500-221 BCE), a time of great social and political furor. We will study (in translation) the works of Kongzi (Confucius), Mozi, Zhaungzi, Mengzi (Mencius), Han Feizi, and others, with an eye to the contemporary relevance of ancient Chinese thought. We will ask such questions as: What kind of life should one live? What is the source of political authority? What is human nature? We will work to understand each philosopher's answers to these questions, and develop our own views in response. We will take care to put these figures and their works in their historical and cultural context.

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

*Other Attribute(s): Writing-Intensive*

*The department*

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

*Fall. Credits: 4*

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 *Romance of the Western Bower*, *Peony Pavilion*, and *Butterfly Lovers*. Students will also learn the basics of traditional Chinese opera.

*Crosslisted as: GNDST-204CW, THEAT-234CW*

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

*Y. Wang*

*Notes: Taught in English*

#### ASIAN-247 Chinese Women Writers in the 20th and 21st Centuries

*Spring. Credits: 4*

In the last hundred years, China witnessed the emergence of many talented Chinese women writers. Not only did they take part in every stage of important socio-political changes in modern and contemporary China, they were and still are the avant-garde of literary reform and innovation. Many of their works, in particular, take gender and gender ideology/politics at issue, while deviating from the traditional discourse that marginalized or trivialized women, exploring creative and effective ways of literary dialogue and imagination. This course will cover women writers from both modern (1911-1949) and contemporary (1949-present) times. Some of the representative women writers include: Ding Ling, Xiao Hong, Zhang Ailing, Zong Pu, Yang Jiang, Wang Anyi, Tie Ning, etc.

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

*Y. Wang*

*Notes: Taught in English. This class may be especially suitable for students who do not identify as native speakers of English.*



**ASIAN-248 Contemporary Chinese Fiction: From 1949 to the Present**

*Not Scheduled for This Year. Credits: 4*

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 winners Gao Xingjian, Mo Yan and other famous writers, such as Zhang Xianliang, Zhang Jie, Wang Anyi, Yu Hua, Su Tong, Han Shaogong, etc.

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

*Y. Wang*

*Notes: Taught in English. All readings are also English translations of Chinese fictional works.*

**ASIAN-331 Asian History****ASIAN-339 The Medieval Mirror: Freedom, Gender and Resistance in Contemporary Arabic Literature**

*Spring. Credits: 4*

Setting their historical novels in the Middle Ages, contemporary Arab writers such as Radwa Ashour, Jurjy Zaydan, Gamal al-Ghitani and Bensalem Himmich have reflected into the past the problems of present Middle-Eastern societies. Writing from Egypt, Lebanon and Morocco, they revisited with nostalgia the extraordinary medieval heritage of the Arab-Islamic world, educating their readers while taking them on journeys to Medieval Andalusia, to the last years of the Baghdad of the caliphs, and to Cairo on eve of the Ottoman conquest. By looking into the medieval mirror, these authors challenged conservative readings of this heritage. In doing so, they contributed to the modernization of their countries and were able to escape censorship, uphold feminist values, and to criticize Western imperialism and oppressive Arab rulers. In this course, we will read their works in valuable English translations, while discussing their extraordinary lives as twentieth-century writers, intellectuals, and activists.

*Crosslisted as: CST-349MR*

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

*M. Lovato*

*Notes: Taught in English. A special Arabic track will be available for upper-intermediate, advanced, and native students of Arabic.*

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

*Spring. Credits: 4*

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 sociological, philosophical, and literary milieus of eighteenth-century China. We will also examine this novel in its relation to Chinese literary tradition in general and the generic conventions of pre-modern Chinese vernacular fiction in particular.

*Crosslisted as: GNDST-333HH*

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

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

*Y. Wang*

*Advisory: Intended for East Asian Studies majors and Asian Studies minors.*

*Notes: Taught in English.*

**ASIAN-360 Topics in Asian Art****Asian Languages****ASIAN-110 First Year Chinese I**

*Fall. Credits: 6*

This is an intensive course with emphasizing the rapid development of listening and speaking ability and intended for students with no prior knowledge of Mandarin Chinese. Points of focus include pronunciation and tones, basic syntax, high-frequency vocabulary words, conversational flow, and an introduction to reading and writing Chinese characters.

Relevant cultural knowledge and activities will be incorporated into the curriculum. The class will initially be conducted in both English and Chinese, with the proportion of Chinese steadily increasing over the first two months, after which the great majority of instruction will be in Chinese. Supplements class work with lab.

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

*L. Yan*

*Coreq: ASIAN-110L.*

*Advisory: Students with previous or equivalent language study should contact Lisha Xu, lxu@mtholyoke.edu, for placement.*

*Notes: students with previous language study should contact Ms Yan for placement; students must enroll in a lab section*

**ASIAN-111 First Year Chinese II**

*Spring. Credits: 6*

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

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

*L. Xu*

*Prereq: ASIAN-110 or equivalent. Coreq: ASIAN-111L.*

*Advisory: Students with previous or equivalent language study should contact Lisha Xu, lxu@mtholyoke.edu, for placement.*

**ASIAN-120 First Year Japanese I**

*Fall. Credits: 6*

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

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

*N. Nemoto*

*Restrictions: This course is limited to first-years, sophomores, and juniors*

*Coreq: ASIAN-120L.*

*Advisory: Only first-year and sophomore students may pre-register; if space is available, juniors and seniors may be able to register during Add/Drop; students with previous training in Japanese should contact Naoko Nemoto for placement.*

**ASIAN-121 First Year Japanese II**

*Spring. Credits: 6*

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

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

*N. Nemoto*

*Prereq: ASIAN-120. Coreq: ASIAN-121L.*

*Advisory: Students with previous training in Japanese should contact Naoko Nemoto, nnemoto@mtholyoke.edu, for placement.*

**ASIAN-130 First Year Arabic I***Fall. Credits: 4*

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 *Al Kitaab Book 1* by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

*Applies to requirement(s): Humanities; Language**H. Arafah**Restrictions: This course is limited to first-years and sophomores.**Advisory: Students with previous language study should contact Mohamed El-Sawi Hassan (Amherst College) for placement.**Notes: no pre-registration for juniors and seniors; if space is available, juniors and seniors may be able to register during Add/Drop.***ASIAN-131 First Year Arabic II***Spring. Credits: 4*

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 Textbook "AlKitaab". Book 1, 3rd edition by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

*Applies to requirement(s): Humanities; Language**H. Arafah**Prereq: ASIAN-130 or equivalent.***ASIAN-160 First Year Korean I***Fall. Credits: 4*

First Year Korean I is the first half of an introductory two-semester course. It is designed to provide students who have little or no knowledge of Korean with basic proficiency in Korean speaking, listening, reading, writing, and culture. The course will cover the foundations of Korean vocabulary, grammar, and pronunciation and how these can be used in context.

*Applies to requirement(s): Humanities; Language**K. Park***ASIAN-161 First Year Korean II***Spring. Credits: 4*

First Year Korean II is the second half of a two-semester introductory course. It is designed to consolidate and solidify the language skills acquired in First Year Korean I and to continue developing students' proficiency in Korean speaking, listening, reading, writing, and culture. The course will continue to cover the foundations of Korean vocabulary, grammar, and pronunciation and how these can be used in context. Students will also develop their ability to communicate about topics related to everyday events and situations.

*Applies to requirement(s): Humanities; Language**K. Park**Prereq: ASIAN-160 or equivalent.***ASIAN-212 Second Year Chinese I***Fall. Credits: 6*

This is an intensive course to consolidate and expand students' competencies in the four fundamental areas of language learning—speaking, listening, reading, and writing. Students will improve their oral fluency, study more complex grammatical structures, and enlarge their vocabulary. Emphasis on facilitating daily-life interactions will be supplemented and expanded by increasing discussion of broader issues in society. Students will develop a deeper and broader understanding of relevant aspects of Chinese culture. This course is conducted mostly in Chinese. Supplements class work with lab.

*Applies to requirement(s): Humanities; Language**L. Xu**Prereq: ASIAN-111 or equivalent. Coreq: ASIAN-212L.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-213 Second Year Chinese II***Spring. Credits: 6*

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 extensive reading materials.

*Applies to requirement(s): Humanities; Language**L. Xu**Prereq: ASIAN-212 or equivalent. Coreq: ASIAN-213L.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-222 Second Year Japanese I***Fall. Credits: 6*

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

*Applies to requirement(s): Humanities; Language**C. Hanami**Prereq: ASIAN-121. Coreq: ASIAN-222L.**Advisory: Asian Studies 121 or equivalent (consult Naoko Nemoto for placement)***ASIAN-223 Second Year Japanese II***Spring. Credits: 6*

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

*Applies to requirement(s): Humanities; Language**C. Hanami**Prereq: ASIAN-222 or equivalent. Coreq: ASIAN-223L.**Advisory: Contact Naoko Nemoto, nnemoto@mtholyoke.edu, for placement.***ASIAN-229 Analyzing Japanese: Intro to Linguistics***Not Scheduled for This Year. Credits: 4*

This course introduces basic linguistics methodologies to analyze the Japanese language. These methodologies include phonology, syntax, semantics, and pragmatics. We will introduce them by comparing Japanese to English and other languages.

*Applies to requirement(s): Meets No Distribution Requirement**N. Nemoto**Prereq: ASIAN-120.*

**ASIAN-232 Second Year Arabic I***Fall. Credits: 4*

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 use *Al Kitaab*, Book 2 (3rd edition), completing Chapter 4 by the end of the semester.

*Applies to requirement(s): Humanities; Language**H. Arafah**Prereq: ASIAN-131.**Advisory: Asian Studies 131 or equivalent (contact Mohamed El-Sawi Hassan at Amherst College for placement)***ASIAN-233 Second Year Arabic II***Spring. Credits: 4*

Students in this course will continue furthering 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 continue using Georgetown Textbook *Al Kitaab*, Book 2, 3rd edition. The prerequisite is Arabic 130-131 or the equivalent.

*Applies to requirement(s): Humanities; Language**H. Arafah**Prereq: ASIAN-232 or equivalent.***ASIAN-262 Second Year Korean I***Fall. Credits: 4*

Second Year Korean I is the first half of a two-semester intermediate Korean course. It is designed to provide students with intermediate proficiency in Korean speaking, listening, reading, writing, and culture. The course will strengthen students' communicative skills on familiar topics related to everyday events and situations. Students will also develop discourse/pragmatic competence in various social contexts of communication.

*Applies to requirement(s): Humanities; Language**C. Park**Prereq: ASIAN-161 or equivalent.***ASIAN-263 Second Year Korean II***Spring. Credits: 4*

Second Year Korean II is the second half of a two-semester intermediate Korean course. It is designed to consolidate and solidify the linguistic and communicative competence acquired in Second Year Korean I and to continue developing students' knowledge of Korean culture, history and society. Students will also develop the Korean writing skills to meet practical writing needs at the intermediate level.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Park**Prereq: ASIAN-262 or equivalent.***ASIAN-310 Third Year Chinese I***Fall. Credits: 4*

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.

*Applies to requirement(s): Humanities; Language**A. Kao**Prereq: ASIAN-213 or equivalent.**Advisory: Contact Lisha Xu, lxu@mholyoke.edu, for placement.***ASIAN-311 Third Year Chinese II***Spring. Credits: 4*

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

*Applies to requirement(s): Humanities; Language**A. Kao**Prereq: ASIAN-310 or equivalent.**Advisory: Contact Lisha Xu, lxu@mholyoke.edu, for placement.***ASIAN-312 Newspaper Reading and Journalistic Practice in China***Fall. Credits: 4*

This course advances students' Chinese reading, writing, listening, and speaking skills by studying journalistic reports on the most pressing issues in China and the U.S. It also introduces the formal expressions, writing styles, and terminology commonly used in Chinese media. In addition, the course intends to help familiarize students with various media channels and agencies, understand the challenges of journalistic practice in the internet age, and enhance students' critical thinking and analytical skills by broadening their perspective and comparing Chinese and English media sources. Conducted mainly in Chinese with the addition of relevant English materials.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Xu**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mholyoke.edu, for placement.***ASIAN-314 Learning Chinese Through Film***Spring. Credits: 4*

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

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Xu**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mholyoke.edu, for placement.*

**ASIAN-315 Business Culture and Communication in China***Not Scheduled for This Year. Credits: 4*

An advanced speaking- and writing-intensive Chinese course focusing on Chinese business communication and culture. Will further improve students' Chinese proficiency and oral communication by using Chinese as a tool to investigate topics in business and business culture in China. As well as the textbook, the course will make use of a variety of supplementary materials, including some in English. Through lectures and other activities, students will gain experience and comfort in reading and discussing business news, producing analytic and technical forms of business writing, translating business-related documents, and other skills for future work in China.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Yan**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.**Notes: Taught entirely in Chinese.***ASIAN-316 Introduction to Translation Between Chinese and English***Not Scheduled for This Year. Credits: 4*

This is an introductory course on Chinese-English translation. The course develops the student's ability to think deeply about the texts and to produce natural and accurate translation from Chinese to English and vice versa. Both oral and written translation skills are emphasized; students will conduct translations at different linguistic levels, from expressions to sentences to discourses. The class materials include Metaphors and idioms, economic text, news and reportage, business, governmental, legal documents, film subtitles, fiction, song, and poetry. Students will be assigned a real translation project at the end of the course. Technology will be used to assist learning and publishing of translated texts.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Xu**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-317 Media and Translation***Not Scheduled for This Year. Credits: 4*

The course intends to further advance students' language skills in Chinese through both traditional mass media and the emerging social media. In addition to the four basic language skills (listening, speaking, reading, and writing), oral interpretation and written translation (from Chinese to English and vice versa) will be emphasized in class as a way of deeper comprehension and useful skill of communication. While the reading and viewing materials used in this class are written news reports and news videos, the means of mock publication include some interactive social media tools such as blogs and podcasts.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Xu**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-324 Third Year Japanese I***Fall. Credits: 4*

This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

*Applies to requirement(s): Humanities; Language**N. Nemoto**Prereq: ASIAN-223.**Advisory: Asian Studies 223 or equivalent (contact Naoko Nemoto for placement)***ASIAN-326 Third Year Japanese II***Spring. Credits: 4*

This course continues Asian Studies 324, Third Year Japanese I.

Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

*Applies to requirement(s): Humanities; Language**N. Nemoto**Prereq: ASIAN-324.***Independent Study****ASIAN-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ASIAN-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***Related Courses Approved for the Asian Studies Minor**

Most Asian studies courses offered by other departments at Mount Holyoke are listed below, but students should also consult the catalog entries or websites of other departments, including Art History, History, International Relations, Politics, and Religion. Asian Studies minors may also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College Class Schedule (<https://www.fivecolleges.edu/academics/courses/>) or individual college websites).

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

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-204	Anthropology of Modern Japan	4
ANTHR-316ME	Special Topics in Anthropology: 'Anthropology of the Political in the Contemporary Middle East'	4
<b>Art History</b>		
ARTH-105	Arts of Asia	4
ARTH-261	Arts of China	4
ARTH-262	Arts of Japan	4
ARTH-263	Arts of India	4
ARTH-271	Arts of Islam: Book, Mosque, and Palace	4
ARTH-290BC	Issues in Art History: 'Bollywood: A Cinema of Interruptions'	4



ARTH-360BC	Seminar in Asian Art: 'Bollywood: A Cinema of Interruptions'	4	CST-349MR	Advanced Topics: 'The Medieval Mirror: Freedom, Gender and Resistance in Contemporary Arabic Literature'	4
<b>Art Studio</b>			<b>Dance</b>		
ARTST-269	Japanese Papermaking and Aesthetics	4	DANCE-143	Classical Indian Dance	2
<b>Asian Studies</b>			<b>English</b>		
ASIAN-110	First Year Chinese I	6	ENGL-274	Introduction to Asian American Literature	4
ASIAN-111	First Year Chinese II	6	ENGL-334BG	Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'	4
ASIAN-120	First Year Japanese I	6	<b>Film Studies</b>		
ASIAN-121	First Year Japanese II	6	FLMST-270BC	National/Transnational Cinema: 'Bollywood: A Cinema of Interruptions'	4
ASIAN-130	First Year Arabic I	4	FLMST-320BG	Seminar in Film Studies: 'Beyond Geishas and Kung Fu Masters: Asian American Film and Visual Culture'	4
ASIAN-131	First Year Arabic II	4	<b>Gender Studies</b>		
ASIAN-160	First Year Korean I	4	GNDST-204CW	Women and Gender in the Study of Culture: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4
ASIAN-161	First Year Korean II	4	GNDST-206CG	Women and Gender in History: 'Women and Gender in China'	4
ASIAN-212	Second Year Chinese I	6	GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4
ASIAN-213	Second Year Chinese II	6	GNDST-333AX	Advanced Topics: 'Making Waves: Gender and Sexuality in Asian America'	4
ASIAN-214	Philosophical Foundations of Chinese Thought: The Classical Period	4	GNDST-333HH	Advanced Seminar: 'Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i> '	4
ASIAN-215	Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater	4	GNDST-333SA	Advanced Seminar: 'Women and Gender in Modern South Asia'	4
ASIAN-222	Second Year Japanese I	6	<b>History</b>		
ASIAN-223	Second Year Japanese II	6	HIST-111	The Making of the Modern Middle East	4
ASIAN-229	Analyzing Japanese: Intro to Linguistics	4	HIST-124	History of Modern South Asia, 1700 to the Present	4
ASIAN-232	Second Year Arabic I	4	HIST-137	Modern East Asia, 1600-2000	4
ASIAN-233	Second Year Arabic II	4	HIST-222	Muslim Politics in Modern South Asia	4
ASIAN-247	Chinese Women Writers in the 20th and 21st Centuries	4	HIST-223	Religion and Politics in Modern India	4
ASIAN-248	Contemporary Chinese Fiction: From 1949 to the Present	4	HIST-224	The Busy Silk Roads: Cultural Exchange in Pre-modern Eurasia	4
ASIAN-262	Second Year Korean I	4	HIST-239MC	Topics in Asian History: 'Borderlands and Ethnicity in Modern China'	4
ASIAN-263	Second Year Korean II	4	HIST-239ME	Topics in Asian History: 'Cities in Modern East Asia'	4
ASIAN-310	Third Year Chinese I	4	HIST-296CG	Women in History: 'Women and Gender in China'	4
ASIAN-311	Third Year Chinese II	4	HIST-301ND	Colloquium: 'The Indian Ocean World'	4
ASIAN-312	Newspaper Reading and Journalistic Practice in China	4	HIST-301SA	Colloquium: 'Women and Gender in Modern South Asia'	4
ASIAN-314	Learning Chinese Through Film	4	HIST-332	Environmental History of China	4
ASIAN-315	Business Culture and Communication in China	4	<b>Jewish Studies</b>		
ASIAN-316	Introduction to Translation Between Chinese and English	4	JWST-150	Introduction to Modern Hebrew	4
ASIAN-317	Media and Translation	4	<b>Philosophy</b>		
ASIAN-324	Third Year Japanese I	4	PHIL-212	Philosophical Foundations of Chinese Thought: The Ancient Period	4
ASIAN-326	Third Year Japanese II	4	<b>Politics</b>		
ASIAN-339	The Medieval Mirror: Freedom, Gender and Resistance in Contemporary Arabic Literature	4	POLIT-208	Chinese Politics	4
ASIAN-340	Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>	4	POLIT-216	Middle East Politics	4
<b>Critical Social Thought</b>			POLIT-224	The United States and Iran	4
CST-249BE	Buddhist Ethics	4			
CST-249FD	Topics in Critical Social Thought: 'Eating Asian America: Thinking through Food in Literature and Culture'	4			
CST-349AX	Advanced Topics: 'Making Waves: Gender and Sexuality in Asian America'	4			
CST-349BG	Advanced Topics: 'Beyond Geishas and Kung Fu'	4			



POLIT-226	The United States, Israel, and the Arabs	4
POLIT-228	East Asian Politics	4
POLIT-333	Just War and Jihad: Comparative Ethics of War and Peace	4
POLIT-341	Political Islam	4
POLIT-342	Islamic Political Thought	4
POLIT-357	War and Peace in South Asia	4
POLIT-359	Democratization and Civil Society in East Asia	4
POLIT-373	The Politics of Transformation in China and India	4
<b>Religion</b>		
RELIG-102	Introduction to Islam	4
RELIG-163	Introduction to Buddhism	4
RELIG-167	Hinduism: An Introduction	4
RELIG-201	Reading the Qur'an	4
RELIG-207	Women and Gender in Islam	4
RELIG-223	Religion and Politics in Modern India	4
RELIG-241	Women and Buddhism	4
RELIG-267	Buddhist Ethics	4
RELIG-311	Sufism: The Mystic Path in Islam	4
RELIG-343	The Sabbath	4
<b>Russian &amp; Eurasian Studies</b>		
RES-312	Silk Roads: Ancient and Modern Highways Across the Eurasian Continent	4
<b>Theatre Arts</b>		
THEAT-234CW	Topics in Theatre Studies: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4

## Asian/Pacific/American Studies

### Overview and Contact Information

The Five College Asian/Pacific/American Studies (A/P/A) Certificate enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with a Mount Holyoke A/P/A program advisor, students can learn to appreciate A/P/A cultural and artistic expressions, understand and critique the racial formation of Asian/Pacific/Americans, and investigate how international conflicts, global economic systems, and ongoing migration affect A/P/A communities and individuals and their intersections with others.

Drawing upon diverse faculty, archival, and community-based resources, this program encourages students not only to develop knowledge of the past experiences of Asian/Pacific/Americans, but also to act with responsible awareness of their present material conditions.

### See Also

- Asian Studies (p. 75)

### Contact Information

Ilyko Day, Program Co-Chair, Associate Professor of English

<https://www.fivecolleges.edu/apastudies>

## Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
	One foundation course. 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. <sup>1</sup>	
	One Expressions course devoted to the study of A/P/A cultural expression in its many forms	
	One U.S. Intersection course dedicated to the study of intersections between A/P/A and non-A/P/A experiences within the United States.	
	One Global Intersections course that offers perspectives on Asian/Pacific/Americans from outside the United States.	
	Three other elective courses, through one of which you may complete your special project (see below)	
<b>Total Courses</b>		<b>7</b>

<sup>1</sup> Normally taken during the first or second year.

### Other Requirements

- Special Project. Normally fulfilled in the third or fourth year, this requirement involves the completion of a special project based on intensive study of an A/P/A community through research, service-learning, or creative work such as an internship, action-research or a fine arts project. This is often done by students enrolled in an upper-level or independent study course. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once during the semester to discuss their ongoing projects and at the end of the semester to present their completed projects at a student symposium or other public presentation. Students' plans for completing the requirement should be approved by a Mount Holyoke A/P/A program advisor in the previous semester.

### Additional Specifications

- Courses taken at another campus must be approved by Mount Holyoke A/P/A advisors to count towards the minimum seven courses required. A list of candidate courses is available on the certificate's website (<https://www.fivecolleges.edu/apastudies/courses>).
- Students must receive the equivalent of a B or better in all courses counted toward the certificate.
- Courses counted toward satisfaction of a major requirements may also be counted toward the A/P/A Certificate.
- No course can be counted as satisfying more than one certificate distribution requirement.
- Courses taken abroad may be used to fulfill the distribution requirement with the approval of a Mount Holyoke A/P/A program advisor.
- Students are encouraged to attain some proficiency in at least one language other than English, especially if such proficiency facilitates the completion of the special project component of the certificate program. While English is sufficient and appropriate for the completion of many projects involving Asian/Pacific/American communities, many sources and communities can be consulted only through other languages.

# Astronomy

## Overview and Contact Information

Modern astronomy is concerned with understanding the nature of the universe and the various structures—galaxies, stars, planets, atoms—within it. We are interested not only in describing these things, but in understanding how they are formed and how they change, and, ultimately, in reconstructing the history of the universe.

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

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

Astronomical facilities at all five institutions are available for student use. The Williston Observatory at Mount Holyoke includes a historic Clark 8" telescope. The McConnell Rooftop Observatory at Smith College includes two computer-controlled Schmidt Cassegrain telescopes, and the Amherst Observatory has a Clark 18" refractor.

## Contact Information

**Darby Dyar, Chair**  
**Nicole Amrani, Academic Department Coordinator**

206 Kendade Hall  
 413-538-2238  
<https://www.mtholyoke.edu/acad/astronomy>

## Mount Holyoke Faculty

**This area of study is administered by the Astronomy department and is a collaborative program through the Five College Department of Astronomy (FCAD):**

Darby Dyar, Kennedy-Schelkunoff Professor of Astronomy

Thomas Burbine, Visiting Lecturer in Astronomy

Jason Young, Visiting Lecturer in Astronomy

## Five College Faculty

Calzetti, Edwards (Five College chair), Erickson, Follette, Giavalisco, Gutermuth, Hameed, Hanner, Heyer, Katz, Lowenthal, Mo, Narayanan, Pope, Schloerb, Schneider, Snell, Stage, Tripp, Wang, Ward-Duong, Weinberg, Whitaker, Wilson, Yun

## Requirements for the Major

The astronomy major is designed to provide a good foundation in modern science with a focus on astronomy. Taken alone, it is suited for students who wish to apply scientific training in a broad general context. If coupled with additional course work in related fields, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer or planetary scientist. Thus, advanced courses in geology,

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

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

A minimum of 32 credits:

Code	Title	Credits
MATH-101, MATH-102, and PHYS-110 must be completed as prerequisites for the courses in this major.		
Select one of the following:		4
ASTR-100	Stars and Galaxies	
ASTR-102	Solar Systems	
ASTR-105	The Sky	
PHYS-201	Electromagnetism	4
Two astronomy courses at the 200 level (8 credits) from the offerings of the Five College Astronomy department		8
One astronomy course at the 300 level (4 credits) from the offerings of the Five College Astronomy department		4
Two additional courses 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		8
One additional course at any level in astronomy or a related field such as mathematics, physics, geology, biology, computer science, or the history or philosophy of science		4
Total Credits		32

## Additional Specifications

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

## Requirements for the Minor

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

A minimum of 16 credits:

Code	Title	Credits
One 300-level astronomy, physics, or geology course		4
Three additional 200-level or 300-level courses in astronomy		12
Total Credits		16

## 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.

### **223 Planetary Science**

#### *Spring*

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.

*Offered at the University of Massachusetts and Mount Holyoke College.*

*Prereq. 1 physical science course and MATH-100 or MATH-101.*

### **226 Cosmology**

#### *Fall*

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 Mount Holyoke College.*

*Prereq. Mathematics 101 and a physical science course*

### **228 Astrophysics I: Stars and Galaxies**

#### *Spring*

This course is a calculus-based introduction to the properties, structure, formation, and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas, and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution, the interstellar medium, and the Milky Way and other galaxies.

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

*Prereq. Physics 110, Physics 201 or concurrent enrollment, and Math 102*

### **301 Writing about Astronomy**

#### *Spring*

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

*Offered at the University of Massachusetts.*

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

### **330 Seminar: Topics in Astrophysics**

#### *Fall and Spring*

In-class discussions will be used to formulate a set of problems, each designed to illuminate a significant aspect of the topic at hand. The problems will be difficult and broad in scope: their solutions, worked out individually and in class discussions, will constitute the real work of the course. Student will gain experience in both oral and written presentation. Topics vary from year to year.

*See listings at individual institutions for more information.*

### **335 Astrophysics II: Stellar Structure**

#### *Fall*

How do astronomers determine the nature and extent of the universe? Centering around the theme of the "Cosmic Distance Ladder," we explore how astrophysics has expanded our comprehension to encompass the entire universe. Topics include: the size of the solar system; parallax and spectroscopic distances of stars; star counts and the structure of our galaxy; Cepheid variables and the distances of galaxies; the Hubble Law and largescale structure in the universe; quasars and the Lyman-Alpha Forest.

*Offered at the University of Massachusetts.*

*Prereq. Astronomy 228 or instructor approval.*

### **337 Observational Techniques in Optical and Infrared Astronomy**

#### *Fall*

This course is an introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics will be discussed, along with instrumentation for imaging, photometry, and spectroscopy. Topics will include astronomical detectors, computer graphics and image processing, error analysis and curve fitting, and data analysis and astrophysical interpretation, with an emphasis on globular clusters.

*J. Lowenthal (offered at Smith College), K. Ward-Duong (offered at Amherst College).*

*Prereq. at least one 200-level astronomy course.*

### **339 Astronomy in a Global Context**

#### *Spring*

In this course, the class will operate as a 'think tank' and consider an important problem for the semester. Like problems presented to a real think tank, the questions for study will be considered to have come from a specific customer who has specific requirements and reasons for requesting the study. The work will consist of three phases: (1) reflection on the question itself and preparation of a workplan to address it; (2) scientific study of the problem; and (3) formulation of recommendations and a final work product for the customer. We elaborate on each of these phases below. Satisfies the Integrative Experience requirement for BA-Astron and BS-Astron majors.

*M. Yun (offered at the University of Massachusetts).*

### **341 Observational Astronomy**

#### *Spring*

An immersive research experience in observational astrophysics for students who have completed ASTR 337. Students begin the semester with a January trip to the WIYN 0.9m telescope on Kitt Peak, AZ, where they collect data that they will use to design and carry out independent research projects. The semester is spent reducing and analyzing the data and preparing scientific results for presentation. Professional techniques of CCD imaging, photometry, astrometry and statistical image analysis are applied using research-grade software. Weekly class seminar meetings are supplemented by individual and team-based tutorial sessions.

*K. Ward-Duong (offered at Amherst College).*

*Requisites: ASTR-337 and permission of the instructor. Limited to 12 students. Not open to first-year students or sophomores.*

### **352 Astrophysics III: Galaxies and the Universe**

#### *Spring*

Advanced course covering physical processes in the gaseous interstellar medium, including photoionization in HII regions and planetary nebulae, shocks in supernova remnants and stellar jets, and energy balance in molecular clouds. Dynamics of stellar systems, star clusters, and the 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

### ASTR-100 Stars and Galaxies

*Fall. Credits: 4*

Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole.

*Applies to requirement(s): Math Sciences*

*M. Dyar, J. Young*

### ASTR-102 Solar Systems

*Spring. Credits: 4*

Travel through our solar system using results of the latest spacecraft. Explore the origins of our worlds through the study of planet formation, meteorites, asteroids, and comets. Discover the processes that shape planetary interiors, surfaces, and atmospheres. Compare our solar system to others by learning about newly discovered exoplanets. Trace the conditions that may foster life throughout the solar system and beyond.

*Applies to requirement(s): Math Sciences*

*M. Dyar, J. Young*

### ASTR-105 The Sky

*Fall and Spring. Credits: 4*

A hands-on introduction to observing and understanding the extraterrestrial sky. Daily and annual motions of the sun, moon, planets, and stars; celestial coordinate systems; apparent brightnesses and colors of the stars; time; calendars. Observations at the Williston Observatory with the unaided eye, visually with the eight-inch telescope, and by electronic camera with computer-controlled telescopes.

*Applies to requirement(s): Math Sciences*

*T. Burbine*

### ASTR-115 Introduction to Astronomy

*Not Scheduled for This Year. Credits: 4*

A comprehensive introduction to the study of modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars – their formation, structure and evolution; and the universe – its origin, large-scale structure and ultimate destiny. This introductory course is for students who are planning to major in science or math.

*Applies to requirement(s): Math Sciences*

*The department*

### ASTR-223 Planetary Science

*Spring. Credits: 4*

This intermediate-level course covers fundamentals of spectroscopy, remote sensing, and planetary surfaces. Discussions will include interiors, atmospheres, compositions, origins, and evolution of terrestrial planets; satellites, asteroids, comets, and planetary rings.

*Applies to requirement(s): Math Sciences*

*E. McGowan*

*Prereq: 1 physical science course. MATH-100 or 101 is also suggested but not required as a prerequisite.*

### ASTR-226 Cosmology

*Fall. Credits: 4*

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of questions concerning the foundations of cosmology and its future as a science.

*Applies to requirement(s): Math Sciences*

*J. Young*

*Prereq: ASTR-100, ASTR-101, ASTR-102, or ASTR-115; one semester of physics; and one semester of calculus at high school or college level.*

### ASTR-228 Astrophysics I: Stars and Galaxies

*Spring. Credits: 4*

A calculus-based introduction to the properties, structure, formation, and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas, and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution, the interstellar medium, and the Milky Way and other galaxies.

*Applies to requirement(s): Math Sciences*

*J. Young*

*Prereq: PHYS-110 and MATH-102.*

*Advisory: PHYS-201 and MATH-203 strongly suggested.*

### ASTR-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

### ASTR-330 Topics in Astrophysics

In-class discussions will be used to formulate a set of problems, each designed to illuminate a significant aspect of the topic at hand. The problems will be difficult and broad in scope: their solutions, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year.

### ASTR-330AC Topics in Astrophysics: 'Asteroids and Comets'

*Not Scheduled for This Year. Credits: 4*

This course is an introduction to asteroids and comets from both an astronomical and geological point of view. Topics that will be covered will include how these objects are discovered, their orbits, the mineralogies of asteroids and meteorites, how these objects are classified, impact hazard scales, and space missions. This course is appropriate for any student interested in the properties of these small bodies.

*Applies to requirement(s): Math Sciences*

*T. Burbine*

### ASTR-330MA Topics in Astrophysics: 'Mars'

*Fall. Credits: 4*

This course will survey the past, present, and future of Mars exploration and science. We will focus on the evolution of Mars as a paradigm for terrestrial planets, with specific units on missions, formation, volcanism, impacts, glaciers and water, spectroscopy and mineralogy, climate, and issues pertaining to the possibilities of life on Mars. This is a discussion-based, interactive seminar with students and faculty reading current papers from the literature, supported by many outside speakers. Weekly writing assignments focus on critical thinking.

*Applies to requirement(s): Math Sciences*

*M. Dyar*

*Prereq: Any intermediate-level Astronomy or Geology course.*

*Advisory: ASTR-223 recommended.*



**ASTR-330MN Topics in Astrophysics: 'Moon'***Not Scheduled for This Year. Credits: 4*

This course will survey the past, present, and future of lunar exploration and science. We will focus on the evolution of the Moon as a paradigm for terrestrial planets, with specific units on interiors, heat flow, thermal evolution, magnetism, volcanism, volatiles, impacts, crustal composition and mineralogy, regoliths, and spectroscopy of its surface. This is a discussion-based, interactive seminar with students and faculty reading current papers from the literature.

*Applies to requirement(s): Math Sciences**M. Dyar**Prereq: Any intermediate-level Astronomy or Geology course.**Advisory: Astronomy 223 recommended.***ASTR-330VE Topics in Astrophysics: 'Venus'***Not Scheduled for This Year. Credits: 4*

This course will survey the past, present, and future of the exploration and science of the planet Venus. We will focus on the evolution of Venus as a paradigm for Earth's possible future. We will have specific units on interiors, heat flow, thermal evolution, magnetism, volcanism, impacts, crustal composition and mineralogy, and spectroscopy of its surface. This is a discussion-based, interactive seminar with students and faculty reading current papers from the literature.

*Applies to requirement(s): Math Sciences**M. Dyar**Prereq: Any intermediate-level Astronomy or Geology course.**Advisory: ASTR-223 recommended.***ASTR-335 Astrophysics II***Not Scheduled for This Year. Credits: 4*

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; parallactic 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.

*Applies to requirement(s): Math Sciences**J. Young**Prereq: ASTR-228.***ASTR-352 Astrophysics III***Not Scheduled for This Year. Credits: 4*

Advanced course covering physical processes in the gaseous interstellar medium, including photoionization in HII regions and planetary nebulae, shocks in supernova remnants and stellar jets, and energy balance in molecular clouds. Dynamics of stellar systems, star clusters, and the virial theorem will also be discussed, along with galaxy rotation and the presence of dark matter in the universe, as well as spiral density waves. The course concludes with quasars and active galactic nuclei, synchrotron radiation, accretion disks, and supermassive black holes.

*Applies to requirement(s): Math Sciences**J. Young**Prereq: ASTR-335 or two physics courses at the 200 or 300 level.***ASTR-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

# Biochemistry

## Overview and Contact Information

The major in biochemistry is intended to provide a strong background in the fundamentals of both biology and chemistry and to develop an awareness of the unique principles of biochemistry.

Biochemistry is the study of reactions that underpin the living system. These include the vital metabolic reactions that provide cells with energy to perform myriad activities and functions, and the biosynthetic reactions that enable cells to renew, repair, grow, and divide. The linkage of biochemistry with molecular biology for the past 30 years has brought revolutionary advances in our understanding of the living world, the human organism, disease etiology, and medicine.

The interdisciplinary major in biochemistry offers a rigorous course of study that builds on two years of fundamental course work in biology and chemistry. With this broad preparation, students engage with biochemistry and molecular biology at a very high level, allowing them to integrate their knowledge in molecular and cellular biology, and to think and address issues occurring at the forefront of the biochemical/ biomedical sciences. Majors are also encouraged to participate in academic-year and/or summer research and majors usually have more than one research internship experience before graduation.

## See Also

- Chemistry (p. 97)
- Biological Sciences (p. 88)

## Contact Information

**Amy Frary, Co-chair****Kathryn McMenimen, Co-chair****Dina Bevivino, Academic Department Coordinator**

G04 Carr Laboratory

413-538-2214

<https://www.mtholyoke.edu/acad/biochemistry>

## Faculty

**This area of study is administered by the Biochemistry Committee:**

Amy Frary, Professor of Biological Sciences

Craig Woodard, Christianna Smith Professor of Biological Sciences

Kathryn McMenimen, Associate Professor of Chemistry

Alan Van Giessen, Associate Professor of Chemistry

Jason Andras, Assistant Professor of Biological Sciences, On Leave 2018-2019

Katie Berry, Clare Boothe Luce Assistant Professor of Biochemistry

Kyle Broaders, Assistant Professor of Chemistry

Amy Camp, Assistant Professor of Biological Sciences

## Requirements for the Major

A minimum of 49 credits:



Code	Title	Credits
CHEM-101	General Chemistry I	4
or CHEM-160	Integrated Introduction to Biology and Chemistry	
CHEM-201	General Chemistry II	4
CHEM-202	Organic Chemistry I	4
CHEM-302	Organic Chemistry II	4
As a prerequisite for CHEM-308 or CHEM-346:		
MATH-203	Calculus III	
or PHYS-205	Introduction to Mathematical Methods for Scientists	
CHEM-308	Chemical Thermodynamics with Lab	4
or CHEM-346	Physical Chemistry of Biochemical Systems With Lab	
BIOL-145	Introductory Biology <sup>2</sup>	4
or BIOL-160	Integrated Introduction to Biology and Chemistry	
BIOL-200	Introductory Biology II: How Organisms Develop	4
BIOL-230	Molecular Genetics and Cell Biology	4
BIOCH-311	Protein Biochemistry and Cellular Metabolism	4
BIOCH-318	Laboratory Techniques in Protein Biochemistry	1
BIOCH-314	Nucleic Acids Biochemistry and Molecular Biology	4
8 additional credits elected from 300-level courses in biochemistry, biology, or chemistry <sup>1</sup>		8
Total Credits		49

<sup>1</sup> This requirement is intended to increase the breadth and depth of your knowledge and application of biochemistry through related 300-level course work.

<sup>2</sup> Students may select any BIOL-145 topic, such as BIOL-145AB, BIOL-145BN, BIOL-145GW and BIOL-145RG.

## Other Requirements

- Senior Symposium. All seniors must give an oral presentation on a biochemical topic in the Senior Symposium.

## Additional Specifications

- Students who are interested in taking the biochemistry core courses (BIOCH-311 and BIOCH-314) in their junior year are encouraged to complete at least CHEM-101 (or CHEM-160) and CHEM-201 and BIOL-145 (or BIOL-160) and BIOL-200 during the first year.
- The committee further recommends CHEM-325 to students planning graduate work in biochemistry.
- Independent study 295 or 395 does not count towards the minimum of 49 required credits.
- A student coming to the College with advanced credits from IB or A-level course work or Advanced Placement examinations, in accordance with the number of advanced credits she has received, can skip up to four courses at the introductory level: BIOL-145 (or BIOL-160), BIOL-200; CHEM-101 (or CHEM-160), CHEM-201. However, advanced placement courses cannot replace more than 8 credits of the major. A student considering skipping introductory-level courses should consult with the program chair or other members of the Biochemistry Program Committee.
- Students who declare a biochemistry major automatically fulfill the College's "outside the major" requirement.

## Course Offerings

### BIOCH-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

Independent work in biochemistry can be conducted with any member of the biochemistry committee and, upon approval, also with other members of the biological sciences and chemistry departments and program in neuroscience and behavior.

*The department*

*Instructor permission required.*

*Notes: Students conducting an independent lab research project for credit in a department, program, or lab covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.*

### BIOCH-311 Protein Biochemistry and Cellular Metabolism

*Fall. Credits: 4*

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

*Crosslisted as: BIOL-311, CHEM-311*

*Applies to requirement(s): Math Sciences*

*K. Berry*

*Restrictions: This course is limited to Biochemistry majors only.*

*Prereq: BIOL-230 (or BIOL-210) and CHEM-302. Coreq: BIOCH-318.*

### BIOCH-312 Chemistry of Biomolecules

*Fall. Credits: 4*

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

*Crosslisted as: CHEM-312*

*Applies to requirement(s): Math Sciences*

*K. McMenimen*

*Prereq: CHEM-302.*

*Advisory: This course is NOT intended for biochemistry majors, who must take BIOCH-311 and BIOCH-314. BIOCH-312 students may take BIOCH-318 concurrently.*

### BIOCH-314 Nucleic Acids Biochemistry and Molecular Biology

*Spring. Credits: 4*

This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.

*Crosslisted as: BIOL-314, CHEM-314*

*Applies to requirement(s): Math Sciences*

*K. Berry*

*Restrictions: This course is limited to Biochemistry majors only.*

*Prereq: BIOCH-311. Coreq: BIOCH-314L.*

**BIOCH-318 Laboratory Techniques in Protein Biochemistry***Fall. Credits: 1*

This course covers fundamental laboratory techniques in protein biochemistry and data analysis. The aims of this course are: 1) to provide students with practical knowledge and hands-on experience with some of the most common experimental methods used in biochemical research, and 2) to develop the skills in written and oral scientific communication. The course focuses on protein overexpression and purification and also includes reagent preparation, proper use of instrumentation, SDS-PAGE gel analysis, enzyme activity assays, protein structure viewing, experimental design and utilizing computers to analyze and present data. Laboratory safety is also emphasized.

*Applies to requirement(s): Meets No Distribution Requirement**K. Berry, K. McMenimen*

*Coreq: BIOCH-311 students must co-enroll in this lab course. CHEM-312/ BIOCH-312 students may co-enroll.*

**BIOCH-330 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. This is a seminar-style course in which students will bear responsibility for the synthesis and presentation of assigned papers; substantial student participation in the form of oral presentation is expected.

**BIOCH-330MB Topics in Biochemistry and Molecular Biology***Not Scheduled for This Year. Credits: 4*

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. This course will focus on antibiotic resistance and the emergence of drug-resistant bacteria.

*Applies to requirement(s): Meets No Distribution Requirement**K. McMenimen**Prereq: CHEM-212 and either BIOCH-311 or BIOCH-314.***BIOCH-330RN Topics in Biochemistry and Molecular Biology: 'The RNA World: The Origin of Life to Modern Cells'***Spring. Credits: 4*

RNA is believed by many to have been the first macromolecule to evolve. In a hypothesized "RNA world," RNA would have simultaneously served the roles of carrying genetic information and catalyzing chemical reactions within early cells. The past three decades have been a renaissance for RNA biology, as researchers have uncovered the critical role RNA plays in eukaryotic and bacterial gene regulation and defense, as well as the potential for RNAs to perform catalysis. This seminar will introduce students to modern approaches to study the structure and function of RNA and will explore the chemical and biological roles RNA plays in modern cells as well as its role in the origin of life.

*Crosslisted as: BIOL-330RN, CHEM-330RN**Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**K. Berry**Prereq: BIOCH-311, or BIOCH-314, or CHEM-312.***BIOCH-395 Independent Study***Fall and Spring. Credits: 1 - 8*

Independent work in biochemistry can be conducted with any member of the biochemistry committee and, upon approval, also with other members of the biological sciences and chemistry departments and program in neuroscience and behavior.

*The department**Instructor permission required.*

*Notes: See safety training restrictions in the course description for Biochemistry 295*

## Biological Sciences

### Overview and Contact Information

Our major provides many ways of looking at living things. Core courses introduce complementary perspectives on life. Advanced courses bring students to the edge of what we know, and provide a foundation for original work.

Research interests of the faculty include animal behavior, anatomy, biomechanics, cell biology, development, ecology, evolution, gene regulation, history of biology, human physiology, invasion biology, invertebrates, microbiology, molecular ecology, neurobiology, plant diversity, plant genetics, and symbiosis.

The department's facilities include transmission electron, 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.

### See Also

- Biochemistry (p. 86)
- Bio-Mathematical Sciences (p. 88)
- Environmental Studies (p. 169)
- Neuroscience and Behavior (p. 282)

### Contact Information

**Rachel Fink, Chair****Sue LaBarre, Academic Department Coordinator**

106 Carr Laboratory

413-538-2149

<https://www.mtholyoke.edu/acad/biologicalsciences>

## Faculty

**This area of study is administered by the Department of Biological Sciences:**

Renaë Brodie, Professor of Biological Sciences

Rachel Fink, Ida and Marion Van Natta Professor of Biological Sciences

Amy Frary, Professor of Biological Sciences

Gary Gillis, Professor of Biological Sciences; Associate Dean of Faculty; Director of the Science Center

Martha Hoopes, Professor of Biological Sciences

Stan Rachootin, David and Lucy Stewart Professor of Biological Sciences, Teaching Spring Only

Craig Woodard, Christianna Smith Professor of Biological Sciences

Sarah Bacon, Associate Professor of Biological Sciences, Teaching Fall Only

Jason Andras, Assistant Professor of Biological Sciences, On Leave 2018-2019

Patricia Brennan, Assistant Professor of Biological Sciences

Amy Camp, Assistant Professor of Biological Sciences

Rebecca Lijek, Assistant Professor of Biological Sciences

André White, Assistant Professor of Biological Sciences, Teaching Fall Only

Shannon Compton

Bill DeLuca, Visiting Lecturer in Biological Sciences

Elizabeth Mearls, Visiting Lecturer in Biological Sciences

## Requirements for the Major

A minimum of 44 credits<sup>1</sup>:

Code	Title	Credits
<b>Biological Sciences:</b>		
BIOL-145	Introductory Biology <sup>2</sup>	4
or BIOL-160	Integrated Introduction to Biology and Chemistry	
or NEURO-100	Introduction to Neuroscience and Behavior	
BIOL-200	Introductory Biology II: How Organisms Develop	4
BIOL-230	Molecular Genetics and Cell Biology	4
BIOL-223	Ecology	4
or BIOL-226	Evolution	
12 additional credits at the 300-level in biology. <sup>3</sup>		12
One additional course in Biological Sciences at any level		4
<b>Required Courses Outside of Biological Sciences:</b>		
CHEM-101	General Chemistry I	4
CHEM-201	General Chemistry II	4
One course in either calculus or statistics (e.g. MATH-101, MATH-102, MATH-203, STAT-140, STAT-240, etc.)		4
Total Credits		44

<sup>1</sup> 32 credits in biology, 8 credits in chemistry, and 4 credits in statistics or calculus

<sup>2</sup> BIOL-145 or any of its offerings; for example BIOL-145AB, BIOL-145BN, BIOL-145GW, BIOL-145HG, or BIOL-145RG

<sup>3</sup> At least two of these 300-level courses (8 credits) must be taken at Mount Holyoke

## Additional Specifications

- A total of five courses at the 200 and 300 levels are required to be taken with labs.
- BIOL-295 and BIOL-395 do not count toward the minimum 32 credits in Biological Sciences, nor towards the five courses required to be taken with labs.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
16 credits in Biological Sciences at the 200 and/or 300 level <sup>1</sup>		16
Total Credits		16

<sup>1</sup> BIOL-295 and BIOL-395 do not count toward the minimum 16 credits in the minor

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. For specific course requirements for licensure within the major of Biology, please consult the Chair of the Biological Sciences department and your advisor. CHEM-312 is one of the recommended courses. For further information, also read the sections on the minor in education (p. 324) and Teacher Licensure (p. ).

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 on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice

### Credit in Biology towards the Science and Mathematics II Distribution Requirement

Departmental courses with laboratories satisfy the science and mathematics distribution requirement. Any off-campus biology course taken to satisfy the science and mathematics distribution 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 satisfy the science and mathematics distribution requirement.

### Introductory Biology

The department offers introductory biology in two different forms. The BIOL-145 courses (e.g. BIOL-145AB, BIOL-145GW, etc.) are a liberal arts introduction to biology in a small-class atmosphere. Different sections emphasize different topics. BIOL-160, which must be taken concurrently with CHEM-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, or environmental studies. Completion of any of these courses will allow a student to enroll in BIOL-200. Students are welcome to email the instructors to find out more about any of the introductory courses.

## Course Advice for Majors

Majors are strongly encouraged to complete the following course work outside of biological sciences: Organic Chemistry (CHEM-202 and CHEM-302), as well as additional coursework in Physics and Computer Science

It is not difficult to major in Biological Sciences and go off-campus for one or two semesters. For instance, other places are better situated to study tropical rain forests, deserts, or the ocean. Students have also received credit toward the biology major for course work done in French at partner universities in Montpellier. Mount Holyoke College has special relationships with several other programs abroad. It is not safe to assume, however, that biology courses taken through any program off-campus will count toward requirements of the Biology major. Before enrolling in study away from the College, it is essential to talk about your goals and specific plans with the Chair of Biology or a designated faculty member.

## Course Offerings

### BIOL-145 Introductory Biology

#### BIOL-145AB Introductory Biology: 'Animal Bodies, Animal Functions'

*Fall. Credits: 4*

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

*Applies to requirement(s): Math Sciences*

*S. Bacon*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-145ABL.*

#### BIOL-145BN Introductory Biology: 'Introduction to Biological Inquiry'

*Not Scheduled for This Year. Credits: 4*

In this course students will explore the biological world from evolution to physiology to cellular dynamics, developing a basic understanding of how knowledge is generated. Laboratory experiences will help students acquire the skills necessary to conduct their own research and understand basic data analysis. Socially relevant science issues will generate discussion on the intersection of science and current events.

*Applies to requirement(s): Math Sciences*

*The department*

*Restrictions: This course is limited to first-years and sophomores.*

*Coreq: BIOL-145BNL.*

### BIOL-145GW Introductory Biology: 'A Green World'

*Fall. Credits: 4*

This course examines the plant life in the woods and fields around us, the exotic plants in our greenhouses, and the plants we depend on for food. We will study plants living in surprising circumstances, settling into winter, escaping from gardens, reclaiming farmland, cooperating with fungi and insects, and fighting for their lives. We will find that plants challenge some conventional, animal-based assumptions about what matters to living things. In labs, students will seek to answer their questions about how plants grow in nature, by studying plant structure and function, ecology, and evolution.

*Applies to requirement(s): Math Sciences*

*A. Frary*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-145GWL.*

### BIOL-145HG Introductory Biology: 'Biology in the Genomic Era'

*Fall. Credits: 4*

Genome projects are leading to great advances in our understanding of biology and in our ability to manipulate the genetic information of organisms, including humans. We will focus on the science behind genome projects, and the ways in which the resulting knowledge and technology affect our lives. In lab we will examine and analyze a variety of organisms such as microbes, plants and humans. This class will also serve as a general introductory biology course for biology majors as well as non-majors.

*Applies to requirement(s): Math Sciences*

*C. Woodard*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-145HGL.*

### BIOL-145RG Introductory Biology: 'Organismal Biology'

*Not Scheduled for This Year. Credits: 4*

This course encompasses a broad range of concepts central to our understanding of how organisms function and evolve. We will investigate important biological processes, such as photosynthesis and metabolism, and systems, such as the cardiovascular and immune systems. We will also take a holistic view of biology and use our newly acquired knowledge to explore such diverse topics as: the evolution of infectious diseases, the consequences of development and design on the evolution of organisms, and how the physiology and behavior of animals might affect their responses to global climate change.

*Applies to requirement(s): Math Sciences*

*R. Brodie*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-145RGL.*

*Notes: Registration in one of the two corequisite labs is also required.*

### BIOL-145WN Introductory Biology: 'Life on the Wing'

*Fall and Spring. Credits: 4*

Did you know a tiny bird that weighs only as much as two nickels (U.S. 5-cent coins) can fly without stopping for three straight days and cover a distance equal to that from Mount Holyoke College to South America? For this class we will explore foundational biological concepts by examining the wonderful world of birds. This course will take advantage of the diverse bird communities in our own back yard and will meet outside as much as possible for labs examining topics such as biodiversity, structure and function, ecology, evolution, hypothesis testing, and observation.

*Applies to requirement(s): Math Sciences*

*W. DeLuca*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-145WNL.*



**BIOL-160 Integrated Introduction to Biology and Chemistry***Fall. Credits: 4*

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

*Applies to requirement(s): Math Sciences**K. Broaders, R. Brodie**Restrictions: This course is limited to first-year students.**Coreq: CHEM-160 and CHEM-160L.*

*Notes: Students must co-enroll in Biology 160 and Chemistry 160 for a total of 8 credits; three 50 minute lectures, three 75 minute lectures, and one three-hour laboratory per week.*

**BIOL-200 Introductory Biology II: How Organisms Develop***Spring. Credits: 4*

An overview of cells to tissues to organisms. Cellular components, the role of the nucleus, cell reproduction, and meiosis will be examined as part of our study of gamete production, fertilization, embryology, and development in an invertebrate (sea urchins), a vertebrate (chick), a fern, and a flowering plant. The basic molecular biology of DNA, RNA, and protein synthesis will be presented and examined in the context of building a fly embryo and a flower.

*Applies to requirement(s): Math Sciences**R. Fink, A. Frary**Prereq: BIOL-145 or BIOL-160, or NEURO-100. Coreq: BIOL-200L.***BIOL-203 Teaching Children Science: College Students in the Elementary Classroom***Fall. Credits: 4*

This course is designed for science students with interests in teaching and learning with children. It will focus on research, theory and practice pertinent to science education, linking scientific information gained in college classes to children's learning of scientific phenomena. Weekly class meetings (from 1-3 hours) will include laboratory and off-site field investigations. Each student will also become a 'Science Buddy' at a local elementary school, assisting children with hands-on science experiences for at least 1 hour each week.

*Crosslisted as: EDUST-203**Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**R. Fink**Instructor permission required.*

*Prereq: One year of any college science (in any discipline), at least one lab course.*

**BIOL-206 Local Flora***Spring. Credits: 4*

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

*Applies to requirement(s): Meets No Distribution Requirement**A. Frary**Prereq: 4 credits in the department.***BIOL-223 Ecology***Fall. Credits: 4*

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

*Applies to requirement(s): Math Sciences**M. Hoopes*

*Prereq: BIOL-145 or BIOL-160 and at least one semester of Calculus or Statistics. Coreq: BIOL-223L.*

*Notes: Biology 223 and/or Biology 226 must be taken for the Biology major.***BIOL-226 Evolution***Spring. Credits: 4*

The mechanisms of evolutionary change within populations and between species; patterns of change in space, time and form; and the origin of adaptations. These approaches make sense of the diversity of life. Then we turn to the evolution of developmental pathways, as a way of approaching the unity of life.

*Applies to requirement(s): Math Sciences**S. Rachootin**Prereq: BIOL-200 or BIOL-223 or BIOL-230. Coreq: BIOL-226L.***BIOL-230 Molecular Genetics and Cell Biology***Fall. Credits: 4*

Cells are the smallest common denominator of life: the simplest organisms are single cells, while others like ourselves are composed of vast communities of cells. In this course, we will learn how cellular structure and function is orchestrated by biological molecules, most notably the genome and the proteins it encodes. Topics will include genetic inheritance, gene and protein regulation, cellular processes including transport, energy capture, and signaling, the cellular and molecular basis for disease, and modern techniques including genomics, bioinformatics, and microscopy. The laboratory component will illustrate and analyze these topics through selected experimental approaches.

*Applies to requirement(s): Math Sciences**A. Camp, R. Lijek**Prereq: BIOL-200 and CHEM-201. Coreq: BIOL-230L.*

*Advisory: Students who have completed BIOL-210 or BIOL-220 should not take BIOL-230.*

**BIOL-236 Topics in Biological Sciences****BIOL-236TA Topics in Biological Sciences: 'Biology of Terrestrial Arthropods'***Not Scheduled for This Year. Credits: 4*

Evolutionary history of the terrestrial arthropods (body plans, relationships, fossil history); physiology (the implications of cuticle, thermoregulation, flight); reproduction (life cycles, metamorphosis, mating systems); behavior (communication, sociality); ecology (parasitism, mutualism, predator-prey and plant-insect interactions). Each student will collect, mount, and identify specimens for her own collection.

*Applies to requirement(s): Math Sciences**S. Rachootin**Instructor permission required.**Coreq: BIOL-236TAL.*



**BIOL-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.**Notes: Note: Any student conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.***BIOL-301 Regenerative Medicine: Biology and Bioethics***Spring. Credits: 4*

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.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**R. Fink**Instructor permission required.**Prereq: BIOL-220 or BIOL-230 and instructor permission.***BIOL-302 Molecular Evolution***Not Scheduled for This Year. Credits: 4*

This course examines the dynamics of evolutionary change at the molecular level, the effects of various molecular mechanisms on the structure and function of genes and genomes, and the methodology involved in dealing with molecular data from an evolutionary perspective. Lab work will be devoted to learning ways to analyze DNA sequence data and to create and evaluate trees that use molecular data.

*Applies to requirement(s): Math Sciences**A. Frary**Prereq: BIOL-230 (or BIOL-210) and BIOL-226. Coreq: BIOL-302L.***BIOL-305 Cellular and Molecular Aspects of Development***Fall. Credits: 4*

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 recording, using a wide variety of embryos and cell types.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**R. Fink**Prereq: BIOL-200 and BIOL-230 (or BIOL-210 and BIOL-220).***BIOL-307 Vertebrate Anatomy***Spring. Credits: 4*

We will study the structure, function and evolution of the diversity of structures that allow vertebrates to perform basic functions such as locomotion. We will connect the functions with day-to-day challenges for vertebrates including humans, and we will discuss functional disruption such as disease and trauma. In lab we will dissect fresh-frozen and formaline-preserved vertebrates. A willingness to work with such preserved material is critical to success in class. Students are expected to work in groups during class time, as well as read the required chapters before class. This class requires you to memorize the names of several structures in a functional context.

*Applies to requirement(s): Math Sciences**P. Brennan**Prereq: BIOL-220, BIOL-230, or BIOL-226. Coreq: BIOL-307L.***BIOL-308 Darwin***Spring. Credits: 4*

This course looks at the scientific content and intellectual context of Darwin's theory of evolution - his facts, metaphors, hypotheses, and philosophical assumptions. Readings from Darwin and his sources, and examination of the organisms he studied. A background in eighteenth- and nineteenth-century history or whole organism biology is recommended.

*Crosslisted as: HIST-301DW**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**S. Rachootin**Prereq: BIOL-226 or HIST-248.***BIOL-310 Invertebrate Zoology***Not Scheduled for This Year. Credits: 4*

This course looks at the evolutionary relations of the profoundly different groups of animals in light of their structure, development, and fossil history. Emphasizes exceptional organisms that prove - and disprove - biological rules. Themes include coloniality, asexual reproduction, metamorphosis, and making skeletons.

*Applies to requirement(s): Math Sciences**S. Rachootin**Prereq: BIOL-226. Coreq: BIOL-310L.***BIOL-311 Protein Biochemistry and Cellular Metabolism***Fall. Credits: 4*

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

*Crosslisted as: BIOCH-311, CHEM-311**Applies to requirement(s): Math Sciences**K. Berry**Restrictions: This course is limited to Biochemistry majors only.**Prereq: BIOL-230 (or BIOL-210) and CHEM-302. Coreq: BIOCH-318.***BIOL-314 Nucleic Acids Biochemistry and Molecular Biology***Spring. Credits: 4*

This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.

*Crosslisted as: BIOCH-314, CHEM-314**Applies to requirement(s): Math Sciences**K. Berry**Restrictions: This course is limited to Biochemistry majors only.**Prereq: BIOCH-311. Coreq: BIOL-314L.**Advisory: CHEM-302 can be taken concurrently**Notes: Please sign up for this course as BIOCH-314*

**BIOL-315 Behavioral Ecology***Spring. Credits: 4*

In this course, students learn to view and understand animal behavior within an evolutionary context. The mechanistic side of behavior is investigated and students explore how behavioral traits originate and evolve over time. Students will integrate their knowledge of how organisms work with an appreciation of why they work the way they do. At the end of the course, students will understand basic concepts in behavioral biology and know many of the experiments that have facilitated our understanding of this field. They will be able to construct hypotheses and design experiments that address behavioral phenomena. The laboratory portion of this course is based on individual projects.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Writing-Intensive**R. Brodie**Prereq: 8 credits of 200-level work from Biological Sciences Coreq: BIOL-315L.**Advisory: BIOL-223 or BIOL-226 strongly recommended.***BIOL-316 Scanning Electron Microscopy***Not Scheduled for This Year. Credits: 2*

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.

*Crosslisted as: GEOL-316**Applies to requirement(s): Meets No Distribution Requirement**The department**Prereq: 4 credits at the 200 level from Biological Sciences or Geology.***BIOL-319 Immunology with Laboratory***Not Scheduled for This Year. Credits: 4*

The immune system protects the sterile interior of our bodies from the vast diversity of microbes in the outside world, adapting and improving from each encounter. How does it achieve this remarkable feat? This course will investigate the cells, organs, and biochemical signals that comprise innate and adaptive immune systems, as well as how they interact to identify and remove foreign pathogens. Emphasis will be placed on the human immune response to infectious diseases, with examples from clinical case studies and experimental models. The laboratory portion will provide hands-on experience with the foundational techniques of immunology research. Additional topics may include: autoimmunity, allergy, vaccination, transplantation, cancer, immune deficiency, and pathogen evasion strategies.

*Applies to requirement(s): Math Sciences**R. Lijek**Prereq: BIOL-210 and BIOL-220, or BIOL-230. Coreq: BIOL-319L.***BIOL-320 Introduction to Transmission Electron Microscopy***Not Scheduled for This Year. Credits: 2*

Basic principles of transmission electron microscopy (TEM) and potential uses in biological studies. Each student selects a project and learns the fundamentals of specimen preparation, operation of the TEM, and image acquisition. Preparation, assessment and interpretation of the resulting electron micrographs culminate in an individual portfolio.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Instructor permission required.**Prereq: BIOL-220 or BIOL-230.*

*Notes: There will be an additional self-scheduled, weekly 1-2 hour lab during which students will receive microscope training.*

**BIOL-321 Conference Course**

Selected topics from areas emphasized in the department according to needs of particular students. Study in small groups or by individuals.

**BIOL-321AD Conference Course: 'Addiction, Superior Memory, and Diseases of the Brain'***Not Scheduled for This Year. Credits: 4*

In this course, we will explore diseases of memory as well as extreme instances of phenomenal memory. We will review primary research literature and case studies to explore the changes that underlie addiction and memory. After reviewing the scientific literature, we will manipulate memory-related pathways in the brain of mice then evaluate the resulting changes in memory formation and behavior. This course will enable students to relate behavioral changes to changes in brain function.

*Applies to requirement(s): Math Sciences**A. White**Prereq: BIOL-200 or BIOL-220 or BIOL-230. Coreq: BIOL-321ADL.***BIOL-321EL Conference Course: 'Extreme Life'***Not Scheduled for This Year. Credits: 4*

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 Celsius. Through readings and discussions we will explore the diverse mechanisms that underlie how organisms reach extreme levels of performance and survive in extreme environments.

*Applies to requirement(s): Math Sciences**G. Gillis**Prereq: BIOL-230 and plus one additional Biological Sciences course above 200.***BIOL-321ME Conference Course: 'Molecular Ecology'***Not Scheduled for This Year. Credits: 4*

Over the past quarter century, molecular genetic methods have become increasingly important in ecological research. In this course, we will examine contemporary molecular genetic tools and learn how they can be used to answer ecological questions. Topics will include: reconstruction of ancestral relationships; measuring the size, diversity, and spatial structure of populations; characterization of migration and dispersal patterns; and identification of sensitive or threatened species and populations. We will explore these themes through foundational texts and current scientific literature, and we will analyze molecular genetic datasets in class to gain familiarity with available techniques.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Andras**Prereq: BIOL-230 (or BIOL-210), and BIOL-223 or BIOL-226.*

**BIOL-321RB Conference Course: 'Race and Biology'***Fall. Credits: 4*

In this student-centered, discussion-based seminar, we will explore current hypotheses about the evolution of human variation, trace the history of how biology has been used in the construction of racial ideologies, and delve into the impacts of racial categorization on human health. We will investigate these themes through readings, videos, class discussions, student expert panels, and research papers. Students taking this course will improve their ability to: engage constructively in scholarly discussions; use verbal and written discourse to explore themes in science; use new knowledge to understand current issues; critically evaluate media information using evidence from scientific studies; and communicate new knowledge.

*Applies to requirement(s): Math Sciences**R. Brodie**Prereq: 4 credits of Biological Sciences at the 200 level.***BIOL-321SC Conference Course: 'Landscape Ecology'***Spring. Credits: 4*

Landscape ecology is the intersection between geography, ecology and spatial analysis. We will explore the spatial patterns of ecological processes. Where do the patterns originate? Why do these patterns and processes matter and how do they change over time? We will apply these inquiries to discover, for example, whether or not there are sufficient habitat corridors on the landscape to allow the northward shift of bird distributions given climate change. Topics will be explored in this seminar course through short lectures, discussions of research papers and through interdisciplinary, project-based activities analyzing real data sets using state-of-the-art landscape analysis software.

*Crosslisted as: GEOG-342SC, GEOL-342SC**Applies to requirement(s): Math Sciences**W. DeLuca**Prereq: BIOL-223 or GEOG-205.***BIOL-321TC Conference Course: 'Biotechnology'***Fall. Credits: 4*

Biotechnology aims to improve the quality of human life by selectively modifying biological systems to meet a specific need. We will examine topics in medicine, ecology, sustainable energy, and food technology at the molecular level to learn how biotechnology can be developed and applied to overcome a variety of challenges. Discussions will incorporate recent advances in the fields of microbiology, metabolic engineering, and synthetic biology through evaluation of the primary literature.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**E. Mearls**Prereq: BIOL-230 (or BIOL-210 and BIOL-220).***BIOL-323 Plant Growth and Development***Fall. Credits: 4*

This course is a study of the higher plant, its structure, organization, and development. We will examine the endogenous and environmental factors influencing plant growth and reproduction. Topics include anatomy, hormones and their mode of action, tropisms, photomorphogenesis, and flowering.

*Applies to requirement(s): Math Sciences**A. Frary**Prereq: Two courses from BIOL-200, BIOL-223, BIOL-226, or BIOL-230.***BIOL-325 Plant Diversity and Evolution***Not Scheduled for This Year. Credits: 4*

This course explores the tremendous diversity of the plant kingdom, emphasizing the local flora. Evolutionary relationships are discussed on the basis of comparisons of reproductive biology, morphology, anatomy, cell structure, and molecular biology.

*Applies to requirement(s): Math Sciences**A. Frary**Prereq: 2 courses from BIOL-200, BIOL-210, BIOL-223, BIOL-226, or BIOL-230.**Coreq: BIOL-325L.**Notes: offered alternate years***BIOL-326 Ocean Blues: State of the World's Oceans***Not Scheduled for This Year. Credits: 4*

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.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Andras**Instructor permission required.**Prereq: Any 200-level science.**Advisory: Preference will be given to juniors and seniors who are participating in the Coastal and Marine Sciences certificate program.**Notes: Ocean Blues can be applied to any of the course categories required for the Coastal and Marine Sciences certificate.***BIOL-327 Microbiology***Spring. Credits: 4*

We share planet Earth with an unimaginable number of "invisible" microbial life forms. In this course we will explore the structure, metabolism, genetics, and ecology of microbes, most prominently bacteria. Other microbes, including archaea, eukaryotic microbes, and viruses will also be considered. Whenever possible, the relationship between microbes and humans will be highlighted. Other goals will be for students to become comfortable with scientific primary literature and to hone their communication skills through discussions and written assignments. Finally, the laboratory portion of this course will highlight classic and modern techniques in microbiology.

*Applies to requirement(s): Math Sciences**A. Camp**Prereq: BIOL-230 or both BIOL-210 and BIOL-220. Coreq: BIOL-327L.***BIOL-328 Human Physiology***Spring. Credits: 4*

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

*Applies to requirement(s): Math Sciences**D. Kelly**Prereq: BIOL-220 or BIOL-230 or BIOCH-311. Coreq: BIOL-328L.*

**BIOL-330 Topics in Biochemistry and Molecular Biology****BIOL-330RN Topics in Biochemistry and Molecular Biology: 'The RNA World: The Origin of Life to Modern Cells'***Spring. Credits: 4*

RNA is believed by many to have been the first macromolecule to evolve. In a hypothesized "RNA world," RNA would have simultaneously served the roles of carrying genetic information and catalyzing chemical reactions within early cells. The past three decades have been a renaissance for RNA biology, as researchers have uncovered the critical role RNA plays in eukaryotic and bacterial gene regulation and defense, as well as the potential for RNAs to perform catalysis. This seminar will introduce students to modern approaches to study the structure and function of RNA and will explore the chemical and biological roles RNA plays in modern cells as well as its role in the origin of life.

*Crosslisted as: BIOCH-330RN, CHEM-330RN**Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**K. Berry**Prereq: BIOCH-311, or BIOCH-314, or CHEM-312.***BIOL-331 Theory and Application of Conservation Biology***Spring. Credits: 4*

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

*Applies to requirement(s): Math Sciences**M. Hoopes**Prereq: BIOL-223, BIOL-226, BIOL-315, or ENVST-200. Coreq: BIOL-331L.***BIOL-332 Macroevolution***Not Scheduled for This Year. Credits: 4*

This course presents the science of biological form and its relation to adaptation, development, and the modes of evolutionary change. Emphases include primary theoretical literature, whole organisms, and the emerging field of evolutionary developmental biology.

*Applies to requirement(s): Math Sciences**S. Rachootin**Prereq: BIOL-226.*

*Notes: Biology majors who arrange a lab project in this class can count this course as a lab course.*

**BIOL-333 Neurobiology***Fall. Credits: 4*

We will study the electrical and chemical signals underlying the generation of the nerve impulse and synaptic transmission. We will then explore neuronal circuits underlying learning and memory, movement, and sensory perception.

*Applies to requirement(s): Math Sciences**A. White**Restrictions: This course is open to juniors and seniors*

*Prereq: BIOL-200 and BIOL-220, or BIOL-230. Also take 4 credits from Chemistry or Physics. Coreq: BIOL-333L.*

*Notes: Preference given to seniors***BIOL-337 Symbiotic Interactions***Not Scheduled for This Year. Credits: 4*

From mutualism to parasitism, symbiotic interactions are a universal feature of life. In this seminar we will study the mechanisms underlying symbiotic interactions and consider their significance for the ecology and evolution of organisms. Through foundational texts and current scientific literature, we will explore some of the most spectacular and important examples of contemporary symbioses - from coral reefs, to infectious diseases, to the vast communities of microbes that live on and in our bodies - and we will learn how symbiosis is responsible for major milestones in the history of life, such as the origin of the eukaryotic cell, the emergence of land plants, and the evolution of sex.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Andras**Prereq: BIOL-223 or BIOL-226.***BIOL-338 Evolution and Human Sexual Behavior***Fall. Credits: 4*

We will discuss patterns and variations of human sexual behavior and the likely role that evolution has played in shaping some of these patterns. We will discuss the evolution of sex, gender differences, principles of sexual selection, physiology, cultural differences in sexual behavior, mating systems, etc. We will follow a recently published book on this topic, and add readings from the primary literature. Students are expected to write one major research paper on any aspect of human sexual behavior of their choosing and to be ready to present their findings to the class towards the end of the semester.

*Applies to requirement(s): Math Sciences**P. Brennan**Prereq: BIOL-226.***BIOL-339 Mechanisms of Hormone Action***Not Scheduled for This Year. Credits: 4*

What are the molecular mechanisms by which hormones direct cellular processes? In this course, we will examine the nature of chemical communication between and within cells. We will study hormones, receptors, and signal transduction pathways, and the ways in which these signaling systems regulate development, programmed cell death, inflammatory responses, and other biological processes.

*Applies to requirement(s): Math Sciences**C. Woodard**Prereq: BIOL-230 or both BIOL-210 and BIOL-220. Coreq: BIOL-339L.***BIOL-340 Eukaryotic Molecular Genetics***Spring. Credits: 4*

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 discuss new techniques for genomic analysis, including the science as well as the health, legal, ethical and moral issues involved. There will be group discussions of original research articles and review articles.

*Applies to requirement(s): Math Sciences**C. Woodard**Prereq: BIOL-200 and BIOL-230 (or BIOL-210). Coreq: BIOL-340L.***BIOL-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

*Notes: NOTE: See safety training restrictions in description of Biological Sciences 295*



BIOL-399 Journal Club / Data Hub

Not Scheduled for This Year. Credits: 1

Reading and understanding research reports from the primary scientific literature is an essential skill for any scientist. Likewise, critiquing experimental proposals and freshly-minted data is one of the core components of the pursuit of science. Using the Biology Department Seminar series as a springboard, this course seeks to familiarize students with the process of understanding, appreciating, and critiquing scientific manuscripts. Additionally, drawing on projects being proposed and executed under the auspices of Biology 395, this course seeks to help students develop comfort discussing 'fresh' scientific data. This course will provide a valuable way to connect with active scientists, both developing and experienced, from within and beyond Mount Holyoke.

Applies to requirement(s): Meets No Distribution Requirement

R. Lijek, The department

Prereq: 8 credits in Biological Sciences.

Notes: Repeatable for credit. Credit/no credit grading only. Reading materials will be drawn primarily from research and review articles in the primary scientific literature. Data will be presented by students actively engaged in research projects. We will discuss data and readings as a group in class meetings.

Bio-Mathematical Sciences  
Overview and Contact Information

Refinements to life science research technologies have led to an appreciation of the daunting complexities of biological phenomena. Sorting through potential mechanisms and patterns to develop testable hypotheses based on biological data requires collaboration with mathematicians, statisticians, and computer scientists.

While cutting edge life science research increasingly involves such collaborations, researchers are often stymied by the different languages of their disciplines. The goal of this program is to create educational structures that help Five College students become scientifically multilingual in fields of life and quantitative sciences by providing the means for each student to trace their own intentional pathway across the disciplines.

See Also

- Biological Sciences (p. 88)
- Mathematics (p. 258)

Contact Information

Martha Hoopes, Professor, Biological Sciences  
Craig Woodard, Professor, Biological Sciences

<https://www.fivecolleges.edu/biomathematics>

Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
One gateway course: Frontiers in Bio-Mathematics		
4 courses in the life sciences (Biology, Neuroscience, Biochemistry) <sup>1</sup> or 4 courses in the quantitative sciences (Mathematics, Statistics, Computer Science) <sup>1</sup>		
A capstone course in bio-mathematical or bio-statistical methods or an honors thesis in a bio-mathematical sciences topic		

A research experience of one summer (or equivalent) with a team of life and mathematical science mentors

Total Courses	6
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<sup>1</sup> The four courses are expected to complement the student's major. For example, life sciences majors would take four courses on the mathematics/statistics/computer science side and, alternatively, quantitative science majors would take four courses on the life sciences side. Hybrid courses, e.g., computational biology, bioinformatics, biostatistics, would count toward either life sciences or quantitative sciences.

Additional Specifications

- A list of courses approved for the certificate is available on the certificate's website (<https://www.fivecolleges.edu/apastudies/courses>).

Buddhist Studies  
Overview and Contact Information

Buddhism began in India some two and a half millennia ago. Since that time it has evolved through a number of transformations and has been transmitted to numerous cultures. Buddhism has had a great impact upon the lives of individuals and the development of societies, and it has made many contributions to various spheres of culture, for example to art, literature, philosophy and religion.

Because Buddhist studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study through the Five Colleges.

Each student pursuing the the Five College Certificate in Buddhist Studies will choose, in consultation with one of the MHC Buddhist studies advisors, a course of study to fulfill the requirements of the certificate. Each proposed course of study must be approved by the coordinating committee for the Buddhist studies certificate.

Contact Information

Susanne Mrozik, Associate Professor, Religion  
Ajay Sinha, Professor, Art and Art History

<https://www.fivecolleges.edu/buddhism>

Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
A minimum of seven approved courses that must include:		
One advanced-level course <sup>1</sup>		
One course in three different disciplines of Buddhist studies: anthropology, art history, Asian studies, philosophy, religious studies, etc.		
One course addressing classical Buddhism		
One course addressing contemporary Buddhist movements (nineteenth–twenty-first century)		



One course in at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibeto-Himalayan region, and the West

#### Total Courses

7

- <sup>1</sup> 200- or 300-level at Hampshire; 300-level or above at Mount Holyoke, Smith, or UMass; comparable upper-level courses at Amherst.

### Additional Specifications

- Up to two canonical or appropriate colloquial Asian language courses may count toward the certificate. Language study is not required, however.
  - 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). We strongly encourage these students to continue language study beyond the first-year level.
- 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. A list of candidate courses is available on the certificate's website (<https://www.fivecolleges.edu/buddhism/courses>).
- 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.

## Chemistry

### Overview and Contact Information

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.

### See Also

- Biochemistry (p. 86)
- Engineering (p. 150)
- Dual-Degree in Engineering (p. 10)

### Contact Information

Alan Van Giessen, Chair (Fall 2018)

Donald Cotter, Chair (Spring 2019)

Dina Bevivino, Academic Department Coordinator

G04 Carr Laboratory

413-538-2214

<https://www.mtholyoke.edu/acad/chemistry>

## Faculty

### This area of study is administered by the Department of Chemistry:

Wei Chen, Marilyn Dawson Sarles, M.D. Professor of Life Sciences and Professor of Chemistry, Teaching Fall Only

Maria Gomez, Elizabeth Page Greenawalt Professor of Chemistry, Teaching Spring Only

Darren Hamilton, Professor of Chemistry

Donald Cotter, Associate Professor of Chemistry, Teaching Spring Only

Kathryn McMenimen, Associate Professor of Chemistry

Alan Van Giessen, Associate Professor of Chemistry

Jonathan Ashby, Assistant Professor of Chemistry

Katie Berry, Clare Boothe Luce Assistant Professor of Biochemistry

Kyle Broaders, Assistant Professor of Chemistry

### 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.

For advising purposes, a typical Plan of Study (p. 98), showing a recommended sequence of course-taking to complete the major is provided.

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 and website (<https://www.mtholyoke.edu/acad/chemistry>). 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 one high-field nuclear magnetic resonance (NMR) spectrometer, 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 (XRF), 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.

Track A (Predoctoral)

A minimum of 48 credits:

Code	Title	Credits
MATH-101	Calculus I	4
MATH-102	Calculus II	4
PHYS-110	Force, Motion, and Energy	4
PHYS-201	Electromagnetism	4
Core Courses in Chemistry		
CHEM-101	General Chemistry I	4
or CHEM-160	Integrated Introduction to Biology and Chemistry	
CHEM-201	General Chemistry II	4
CHEM-202	Organic Chemistry I	4
CHEM-302	Organic Chemistry II	4
CHEM-308	Chemical Thermodynamics with Lab	4
CHEM-325	Atomic and Molecular Structure with Lab	4
8 or 12 credits in elective courses, at least four of which must be at the 300 level <sup>1</sup>		8-12
Total Credits		48-52

<sup>1</sup> PHYS-205, Introduction to Mathematical Methods for Scientists, can be counted as a chemistry elective

Other Requirements for Track A

- Senior Symposium. An individual oral presentation at the annual Senior Symposium for those seniors taking CHEM-395.

Additional Specifications for Track A

- 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 also find course work in biology particularly valuable.

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

A minimum of 48 credits:

Code	Title	Credits
MATH-101	Calculus I	4
MATH-102	Calculus II	4
PHYS-110	Force, Motion, and Energy	4
Core Courses in Chemistry		
CHEM-101	General Chemistry I	4
or CHEM-160	Integrated Introduction to Biology and Chemistry	
CHEM-201	General Chemistry II	4
CHEM-202	Organic Chemistry I	4
CHEM-302	Organic Chemistry II	4
CHEM-308	Chemical Thermodynamics with Lab	4
Four additional courses which must include at least one from each of the following four categories: <sup>1</sup>		16

1. Biochemistry:		
CHEM-311	Protein Biochemistry and Cellular Metabolism	
CHEM-312	Chemistry of Biomolecules	
BIOCH-314	Nucleic Acids Biochemistry and Molecular Biology	
2. History and Philosophy of Science:		
CST-248	Science, Revolution, and Modernity	
3. Earth and Environment:		
ENVST-100	Introduction to Environmental Studies	
Any 4-credit geology course		
4. Biology:		
BIOL-145	Introductory Biology <sup>2</sup>	
BIOL-200	Introductory Biology II: How Organisms Develop	
Total Credits		48

<sup>1</sup> Permission to use a course other than those listed here must be obtained from the department chair  
<sup>2</sup> BIOL-145 or any of its offerings; for example BIOL-145AB, BIOL-145GW, etc.

Other Requirements for Track B

- Senior Symposium. An individual oral presentation at the annual Senior Symposium for those seniors taking CHEM-395. This requirement may be waived for a student enrolled in EDUC-331, Student Teaching during the second semester of her senior year.

ACS Certification of an Undergraduate Degree in Chemistry

The Department of Chemistry is approved by the American Chemical Society. The Committee on Professional Training of the American Chemical Society sets the criteria for approval of a chemistry program; the chair of the approved program certifies annually those students who have met the curricular guidelines.

Plan of Study for the Chemistry Major

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 and pursuing Track A.

First Year		
Fall	Credits Spring	Credits
CHEM-101 or 160	4 CHEM-201	4
MATH-101	4 MATH-102	4
8		8
Sophomore		
Fall	Credits Spring	Credits
CHEM-202	4 CHEM-302	4
PHYS-110	4 PHYS-201	4
8		8
Junior		
Fall	Credits Spring	Credits
CHEM-308	4 CHEM-325	4
4		4

**Senior**

Fall	Credits Spring	Credits
Additional electives and independent work	4-8 Additional electives and independent work	4-8
	4-8	4-8

Total Credits 48-56

- Students entering the major at CHEM-201 or CHEM-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: CHEM-311, CHEM-312, and BIOCH-314. These students should note the biology prerequisites for CHEM-311 and BIOCH-314.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
At least 12 credits in chemistry at the 200 level or above		12
At least 4 credits in chemistry at the 300 level		4
Total Credits		16

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. See further information in the catalog about the minor in education (p. 324) and Teacher Licensure (p. ) and consult Ms. Lawrence in the psychology and education department.

Licensure requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the chemistry department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice

### Choosing a First Chemistry Course

The chemistry department offers three points of entry into the curriculum. CHEM-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. CHEM-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. BIOL-160 Integrated Introduction to Biology and Chemistry and CHEM-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 (CHEM-201) and second semester biology (BIOL-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. CHEM-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 CHEM-201. In this course, students extend their understanding of electronic structure, kinetics, equilibrium, spontaneity and electrochemistry. Special topics based on faculty interests and expertise are also introduced to provide context for discussion.

## Course Offerings

### CHEM-101 General Chemistry I

*Fall. Credits: 4*

This course provides introduction and development of fundamental concepts including stoichiometry, reactions in aqueous solutions, thermochemistry, atomic structure, chemical bonding, and acid-base reactions. The laboratory emphasizes basic skills, quantitative chemical measurements, and principles discussed in lectures.

*Applies to requirement(s): Math Sciences*

*J. Ashby, A. van Giessen*

*Coreq: CHEM-101L.*

### CHEM-160 Integrated Introduction to Biology and Chemistry

*Fall. Credits: 4*

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

*Applies to requirement(s): Math Sciences*

*K. Broaders*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-160 and CHEM-160L.*

*Notes: Students must co-enroll in Biology 160 and Chemistry 160 for a total of 8 credits; three 50 minute lectures, three 75 minute lectures, and one three-hour laboratory per week.*

**CHEM-199 Introduction to Research***Spring. Credits: 4*

This seminar is for first-year students who have a strong interest in the chemical sciences and will help to prepare them for scientific research. Students will be exposed to various research topics through reading, discussing, presenting, and writing about primary literature and attending selected department seminars. Throughout the semester students will carry out one research-style project in order to gain experience with the multifaceted nature of scientific inquiry. To jump start their research career on campus, each student will arrange meetings with at least two science faculty followed by a presentation and a written description on the faculty members' research topics.

*Applies to requirement(s): Meets No Distribution Requirement**K. Broaders**Restrictions: This course is limited to first-year students.**Instructor permission required.**Prereq: MATH-101.**Advisory: Students must take CHEM-201 concurrently. Interested students should complete the online application.***CHEM-201 General Chemistry II***Spring. Credits: 4*

This course provides background in basic principles of physical, analytical, and inorganic chemistry essential to the study of all chemical phenomena. Topics include elementary principles of molecular electronic structure, quantitative treatment of chemical equilibrium with applications to solubility, acid-base, and electron transfer reactions, introduction to chemical kinetics and thermodynamics, and the chemistry of coordination compounds. Laboratory experiments will include classical analytical and kinetic techniques, preparation of inorganic compounds, and an introduction to ab initio electronic structure calculations.

*Applies to requirement(s): Math Sciences**W. Cotter, M. Gomez, A. Van Giessen**Restrictions: This course is limited to first-years and sophomores.**Prereq: CHEM-101 or CHEM-160 with C or better grade. Coreq: CHEM-201L.***CHEM-202 Organic Chemistry I***Fall. Credits: 4*

Introduces organic chemistry, emphasizing the principles governing broad classes of reactions. Topics include stereochemistry, nucleophilic substitution and elimination reactions, the chemistry of alkanes, alkenes, alkynes, alcohols, and ethers, and an introduction to infrared and nuclear magnetic resonance spectroscopy. Laboratory work includes synthesis, practice in the techniques of distillation, crystallization, chromatography, molecular modeling, and identifying unknown organic compounds by chemical and spectroscopic means.

*Applies to requirement(s): Math Sciences**D. Hamilton, K. McMenimen**Prereq: CHEM-201 with grade of C or better. Coreq: CHEM-202L.***CHEM-208 Introduction to Materials***Fall. Credits: 4*

This course provides an introduction to different types of materials, including metals, ceramics, polymers and composites, emphasizing structure and property relationships. The principles behind the design and implementation of materials as well as advances in materials in the areas of nano-, bio- and electronic technology will be presented. Class time is split among lecture, discussion and laboratory.

*Applies to requirement(s): Math Sciences**W. Chen**Prereq: CHEM-202, PHYS-110, and MATH-101. Coreq: CHEM-208L.***CHEM-223 Analytical Chemistry***Spring. Credits: 4*

This course serves as an introduction to quantitative analytical chemistry, with a combined emphasis on both classical analysis tools and fundamental instrumentation for the analytical chemist. Topics to be covered include figures of merit, statistical and error analysis, volumetric and gravimetric titrations, as well as commonly used sample preparation and analyte separation methods. In the laboratory, students will apply techniques covered in lecture to quantitation of analytes commonly seen in pharmaceutical, forensic, chemical and biological settings, as well as learn the fundamentals of method development and optimization.

*Applies to requirement(s): Math Sciences**J. Ashby**Prereq: CHEM-201. Coreq: CHEM-223L.***CHEM-224 Lab in Analytical Chemistry****CHEM-224AR Lab in Analytical Chemistry: 'Art Analysis'***Not Scheduled for This Year. Credits: 1*

This course introduces concepts of analytical chemistry under the theme of 'Chemistry in Art'. The topics of quantitative chemical analysis and instrumental analysis are discussed through hands-on observation based experiments in collaboration with the Mount Holyoke College art museum. Experimental techniques – such as gas chromatography, mass spectrometry, X-ray fluorescence, UV visible spectroscopy, infrared spectroscopy, and scanning electron microscopy – are incorporated for the analysis of paintings and art objects.

*Applies to requirement(s): Meets No Distribution Requirement**H. Jayathilake**Instructor permission required.**Prereq: CHEM-201 or 202 previously or concurrently.***CHEM-226 Poisons: Death by Chemistry***Not Scheduled for This Year. Credits: 4*

This course will look at the effect of poisons at the molecular, cellular, and physiological levels from the chemistry and biochemistry perspective.

We will discuss: the classification of poisons and the common structural elements of the molecules within each class; the interaction of toxic molecules with proteins and nucleic acids present in the cell; the physiologic effect of toxins on different systems of the body; dosage effects and pharmacokinetics; the mechanisms by which antidotes work; and the analytical techniques that toxicologists use to determine which poisons are present in the body. The different classes of proteins will be discussed in the context of historical case studies.

*Applies to requirement(s): Math Sciences**A. van Giessen**Instructor permission required.**Prereq: CHEM-201 with grade of C or better.**Advisory: When emailing the instructor to request permission for this class, be sure to include your class year.***CHEM-231 Inorganic Chemistry***Not Scheduled for This Year. Credits: 4*

An introduction to the chemistry of elements. Topics include atomic structure and periodicity, symmetry, bonding theory, chemistry of the main-group elements and coordination chemistry. Laboratory introduces computational, preparative, and spectroscopic techniques.

*Applies to requirement(s): Math Sciences**D. Cotter**Prereq: CHEM-201. Coreq: CHEM-231L.*



**CHEM-291 Scientific Illustration and Data Visualization**

*Spring. Credits: 2*

Doing experiments and gathering data are important but far from the entirety of the scientific process. Understanding and communicating experimental outcomes are very often reliant on the ability to visually represent them. In this weekly seminar, we will explore how the choices we make in representing data influence the message they communicate. We will also develop a set of good design principles for scientific figures, and learn to prepare high quality plots and graphics for use in presentations, posters, reports, theses, and papers. Special focus will be placed on practical use of vector graphics editing software like Adobe Illustrator.

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

*K. Broaders*

*Instructor permission required.*

*Advisory: Junior and senior science majors, especially those doing independent research. Interested students should complete the online application.*

**CHEM-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

*Notes: Note: Students conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.*

**CHEM-302 Organic Chemistry II**

*Spring. Credits: 4*

A continuation of Chemistry 202 that addresses the chemistry of aromatic compounds, the carbonyl group, and a number of other functional groups. Examples drawn from compounds of biological interest. The laboratory includes organic synthesis and the identification of unknown compounds by chemical and spectroscopic means.

*Applies to requirement(s): Math Sciences*

*K. McMenimen, D. Hamilton*

*Prereq: CHEM-202 with grade of C or better. Coreq: CHEM-302L.*

**CHEM-304 Advanced Organic Chemistry Laboratory**

*Not Scheduled for This Year. Credits: 1*

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

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

*The department*

*Instructor permission required.*

*Coreq: CHEM-302.*

*Notes: Second half of semester*

**CHEM-307 Chemical Thermodynamics**

*Not Scheduled for This Year. Credits: 4*

A consideration of the contribution of thermodynamics to the understanding of 'driving forces' for the physical chemical changes and the nature of the equilibrium state.

*Applies to requirement(s): Math Sciences*

*W. Chen*

*Prereq: MATH-102, PHYS-110, and CHEM-202 with grade of C or better.*

**CHEM-308 Chemical Thermodynamics with Lab**

*Fall. Credits: 4*

A consideration of the contribution of thermodynamics to the understanding of the 'driving forces' for physical chemical changes and the nature of the equilibrium state.

*Applies to requirement(s): Math Sciences*

*W. Chen*

*Prereq: MATH-203 or PHYS 205, and CHEM-202, all with grade of C or better.*

*Coreq: CHEM-308L.*

**CHEM-311 Protein Biochemistry and Cellular Metabolism**

*Fall. Credits: 4*

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

*Crosslisted as: BIOCH-311, BIOL-311*

*Applies to requirement(s): Math Sciences*

*K. Berry*

*Restrictions: This course is limited to Biochemistry majors only.*

*Prereq: BIOL-230 (or BIOL-210) and CHEM-302. Coreq: BIOCH-318.*

*Advisory: Biological Sciences 230 can be taken concurrently*

**CHEM-312 Chemistry of Biomolecules**

*Fall. Credits: 4*

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

*Crosslisted as: BIOCH-312*

*Applies to requirement(s): Math Sciences*

*K. McMenimen*

*Prereq: CHEM-302.*

*Advisory: This course is NOT intended for biochemistry majors, who must take BIOCH-311 and BIOCH-314. CHEM-312 students may take BIOCH-318 concurrently.*

**CHEM-314 Nucleic Acids Biochemistry and Molecular Biology**

*Spring. Credits: 4*

This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.

*Crosslisted as: BIOCH-314, BIOL-314*

*Applies to requirement(s): Math Sciences*

*K. Berry*

*Restrictions: This course is limited to Biochemistry majors only.*

*Prereq: BIOCH-311. Coreq: CHEM-314L.*

*Advisory: CHEM-302 can be taken concurrently*

**CHEM-316 Chemical Biology***Fall. Credits: 4*

The field of chemical biology applies chemical perspectives and tools to the study of biological systems. In this course, we will examine the ways that synthetic chemistry has provided techniques that support, complement, and expand on those used in biochemistry, drug discovery, and molecular and cell biology. Topics may include solid phase biomolecule synthesis, combinatorial chemistry, bioconjugation, molecular probes, protein engineering, drug delivery, and synthetic biology.

*Applies to requirement(s): Math Sciences**K. Broaders**Prereq: CHEM-302 and any other 300-level chemistry or biochemistry course.***CHEM-317 Principles of Polymer Chemistry***Not Scheduled for This Year. Credits: 4*

An introduction to the study of molecules of high molecular weights with emphasis on synthetic rather than naturally occurring polymers. Topics include polymerization, structures, molecular weight determination, molecular weight distribution, chain configurations, rubber elasticity, and thermodynamics and statistical mechanics of polymer solutions.

*Applies to requirement(s): Math Sciences**W. Chen**Prereq: CHEM-302.**Notes: offered once every three years***CHEM-325 Atomic and Molecular Structure with Lab***Spring. Credits: 4*

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

*Applies to requirement(s): Math Sciences**A. Van Giessen**Prereq: MATH-203 or PHYS 205, and CHEM-202, all with grade of C or better.**Coreq: CHEM-325L.**Advisory: MATH-203 is recommended.***CHEM-328 From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering***Spring. Credits: 4*

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.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Gomez**Prereq: MATH-102 and PHYS-201.***CHEM-330 Advanced Topics in Chemistry****CHEM-330RN Advanced Topics in Chemistry: 'The RNA World: The Origin of Life to Modern Cells'***Spring. Credits: 4*

RNA is believed by many to have been the first macromolecule to evolve. In a hypothesized "RNA world," RNA would have simultaneously served the roles of carrying genetic information and catalyzing chemical reactions within early cells. The past three decades have been a renaissance for RNA biology, as researchers have uncovered the critical role RNA plays in eukaryotic and bacterial gene regulation and defense, as well as the potential for RNAs to perform catalysis. This seminar will introduce students to modern approaches to study the structure and function of RNA and will explore the chemical and biological roles RNA plays in modern cells as well as its role in the origin of life.

*Crosslisted as: BIOCH-330RN, BIOL-330RN**Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**K. Berry**Prereq: BIOCH-311, or BIOCH-314, or CHEM-312.***CHEM-334 Advanced Inorganic Chemistry***Not Scheduled for This Year. Credits: 4*

The implications of molecular symmetry as expressed in the language of group theory are explored in some depth. Group theory provides the context for a discussion of the structural and spectroscopic properties of inorganic compounds, particularly those of the transition metals.

*Applies to requirement(s): Math Sciences**D. Cotter**Prereq: CHEM-302 and CHEM-325. (CHEM-325 may be taken concurrently with this course. Apply for instructor permission in this case.)**Notes: offered every other year***CHEM-336 Organic Synthesis***Not Scheduled for This Year. Credits: 4*

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.

*Applies to requirement(s): Meets No Distribution Requirement**D. Hamilton**Prereq: CHEM-302.***CHEM-339 The Organic Chemistry of Biological Pathways***Spring. Credits: 4*

This course explores the underlying organic chemistry of biological pathways and thereby seeks to build a framework for understanding biological transformations from the perspective of mechanistic organic chemistry. Beginning with common biological mechanisms, and drawing parallels with their sophomore organic chemistry counterparts, a broad overview will be constructed of the pathways by which the key classes of biological molecules—lipids, carbohydrates, amino acids, nucleotides—are manufactured, modified, and consumed. Several specific biosyntheses will also be dissected from a mechanistic perspective. These case studies will include antibiotics, an alkaloid, and heme.

*Applies to requirement(s): Math Sciences**D. Hamilton**Instructor permission required.**Prereq: CHEM-302.*

**CHEM-344 Physical Chemistry of Biochemical Systems***Not Scheduled for This Year. Credits: 4*

This course provides an overview of the fundamental principles of physical chemistry with an emphasis on their application to the study of biological molecules and processes. Topics will include quantum mechanics, statistical mechanics and thermodynamics. Discussion of applications will relate commonly used experimental techniques – such as spectroscopy and calorimetry – to the fundamental principles on which they are based. In addition, students will gain experience and confidence in the use of mathematical models to describe biochemical systems.

*Applies to requirement(s): Math Sciences**A. van Giessen**Prereq: CHEM-202, MATH-102 and PHYS-110 with a grade of C or better.***CHEM-346 Physical Chemistry of Biochemical Systems With Lab***Not Scheduled for This Year. Credits: 4*

This course provides an overview of the fundamental principles of physical chemistry with an emphasis on their application to the study of biological molecules and processes. Topics will include quantum mechanics, statistical mechanics and thermodynamics. Discussion of applications will relate commonly used experimental techniques – such as spectroscopy and calorimetry – to the fundamental principles on which they are based. In addition, students will gain experience and confidence in the use of mathematical models to describe biochemical systems.

*Applies to requirement(s): Math Sciences**A. van Giessen**Prereq: CHEM-202, MATH-102 and PHYS-110 with a grade of C or better.**Coreq: CHEM-346L.***CHEM-349 Food Chemistry: the Science of the Kitchen***Fall. Credits: 4*

Food Chemistry is an integrated lecture/lab course that focuses on the molecular bases of chemical phenomena that dictate the behavior of foods. We will examine topics such as trans fats, baking soda as a leavening agent in baking, the chemical basis for ripening of fruit, pectin as a cellular glue, artificial sweeteners, GMOs, and enzymatic and non-enzymatic browning of foods. The emphasis is on the major food components (water, lipids, proteins, and carbohydrates) and their behavior under various conditions. Content will be discussed using a variety of contexts including primary scientific literature, mainstream media, and food blogs. Laboratories provide opportunities for students to observe, manipulate, and explore topics in food chemistry under conditions of particular relevance to food processing.

*Applies to requirement(s): Math Sciences**K. McMenimen**Prereq: CHEM-302 with a grade of C or better.***CHEM-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.**Notes: Note: See safety training restrictions in description of Chemistry 295*

# Chinese

## Overview and Contact Information

The Chinese program offers four levels of courses. In addition to intensive training of skills in listening, speaking, reading, and writing, the program emphasizes the connection between curriculum and career and tries to create opportunities for students to use their acquired language skills in daily life and to learn other subjects. Fourth level Chinese

courses are designed with the concept of “using Chinese to learn” and a specific subject to be studied in Chinese (such as film, journalism, and business).

The department has a summer intensive language program at Peking University and a spring abroad program at Shanghai University of Finance and Economics.

Students who study Chinese may choose to complete the minor in Chinese or the major in East Asian Studies (p. 140) for which language study is a principal component.

## See Also

- East Asian Studies (p. 140)
- Asian Studies (p. 75)

## Contact Information

**Ying Wang, Chair****Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

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

## Faculty

**This area of study is administered by the Asian Studies Committee:**

Satyananda Gabriel, Professor of Economics

Rie Hachiyanagi, Professor of Art

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics, Teaching Spring Only

Kavita Khory, Ruth Lawson Professor of Politics, Teaching Fall Only

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology

Ajay Sinha, Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Calvin Chen, Associate Professor of Politics

Amina Steinfels, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Assistant Professor of History

Lisha Xu, Senior Lecturer in Asian Studies

Lei Yan, Senior Lecturer in Chinese

Heba Arafah, Five College Lecturer in Arabic

Kyae-Sung Park, Five College Lecturer in Korean

Richard Chu, Five College Associate Professor of History

Mohamed Hassan, Five College Senior Lecturer in Arabic

May George, Five College Lecturer in Middle East Studies

Nahla Khalil, Five College Lecturer in Arabic

Suk Massey, Five College Lecturer in Korean

Chan Young Park, Five College Lecturer in Korean

John Weinert, Five College Lecturer in Arabic

Chihiro Hanami, Visiting Instructor in Japanese

Alice Kao, Visiting Lecturer in Asian Studies

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
At least two 300-level Chinese language courses		8
At least two additional Chinese language courses at the 200 level or higher		8
Total Credits		16

### Additional Specifications

- Independent studies (ASIAN-295 or ASIAN-395) do not count toward the minor.
- Language courses that are not taken at Mount Holyoke must be approved by the head of the Chinese program at Mount Holyoke College to count toward the minor.
- Courses taught in English do not count toward the minor.

## Course Offerings

### ASIAN-212 Second Year Chinese I

*Fall. Credits: 6*

This is an intensive course to consolidate and expand students' competencies in the four fundamental areas of language learning—speaking, listening, reading, and writing. Students will improve their oral fluency, study more complex grammatical structures, and enlarge their vocabulary. Emphasis on facilitating daily-life interactions will be supplemented and expanded by increasing discussion of broader issues in society. Students will develop a deeper and broader understanding of relevant aspects of Chinese culture. This course is conducted mostly in Chinese. Supplements class work with lab.

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

*L. Xu*

*Prereq: ASIAN-111 or equivalent. Coreq: ASIAN-212L.*

*Advisory: Contact Lisha Xu, lxu@mholyoke.edu, for placement.*

### ASIAN-213 Second Year Chinese II

*Spring. Credits: 6*

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 extensive reading materials.

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

*L. Xu*

*Prereq: ASIAN-212 or equivalent. Coreq: ASIAN-213L.*

*Advisory: Contact Lisha Xu, lxu@mholyoke.edu, for placement.*

### ASIAN-310 Third Year Chinese I

*Fall. Credits: 4*

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.

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

*A. Kao*

*Prereq: ASIAN-213 or equivalent.*

*Advisory: Contact Lisha Xu, lxu@mholyoke.edu, for placement.*

### ASIAN-311 Third Year Chinese II

*Spring. Credits: 4*

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

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

*A. Kao*

*Prereq: ASIAN-310 or equivalent.*

*Advisory: Contact Lisha Xu, lxu@mholyoke.edu, for placement.*

### ASIAN-312 Newspaper Reading and Journalistic Practice in China

*Fall. Credits: 4*

This course advances students' Chinese reading, writing, listening, and speaking skills by studying journalistic reports on the most pressing issues in China and the U.S. It also introduces the formal expressions, writing styles, and terminology commonly used in Chinese media. In addition, the course intends to help familiarize students with various media channels and agencies, understand the challenges of journalistic practice in the internet age, and enhance students' critical thinking and analytical skills by broadening their perspective and comparing Chinese and English media sources. Conducted mainly in Chinese with the addition of relevant English materials.

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

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

*L. Xu*

*Prereq: ASIAN-311 or equivalent.*

*Advisory: Contact Lisha Xu, lxu@mholyoke.edu, for placement.*

### ASIAN-314 Learning Chinese Through Film

*Spring. Credits: 4*

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

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

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

*L. Xu*

*Prereq: ASIAN-311 or equivalent.*

*Advisory: Contact Lisha Xu, lxu@mholyoke.edu, for placement.*



**ASIAN-315 Business Culture and Communication in China***Not Scheduled for This Year. Credits: 4*

An advanced speaking- and writing-intensive Chinese course focusing on Chinese business communication and culture. Will further improve students' Chinese proficiency and oral communication by using Chinese as a tool to investigate topics in business and business culture in China. As well as the textbook, the course will make use of a variety of supplementary materials, including some in English. Through lectures and other activities, students will gain experience and comfort in reading and discussing business news, producing analytic and technical forms of business writing, translating business-related documents, and other skills for future work in China.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Yan**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.**Notes: Taught entirely in Chinese.***ASIAN-316 Introduction to Translation Between Chinese and English***Not Scheduled for This Year. Credits: 4*

This is an introductory course on Chinese-English translation. The course develops the student's ability to think deeply about the texts and to produce natural and accurate translation from Chinese to English and vice versa. Both oral and written translation skills are emphasized; students will conduct translations at different linguistic levels, from expressions to sentences to discourses. The class materials include Metaphors and idioms, economic text, news and reportage, business, governmental, legal documents, film subtitles, fiction, song, and poetry. Students will be assigned a real translation project at the end of the course. Technology will be used to assist learning and publishing of translated texts.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Xu**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-317 Media and Translation***Not Scheduled for This Year. Credits: 4*

The course intends to further advance students' language skills in Chinese through both traditional mass media and the emerging social media. In addition to the four basic language skills (listening, speaking, reading, and writing), oral interpretation and written translation (from Chinese to English and vice versa) will be emphasized in class as a way of deeper comprehension and useful skill of communication. While the reading and viewing materials used in this class are written news reports and news videos, the means of mock publication include some interactive social media tools such as blogs and podcasts.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Xu**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.*

## Classics

### Overview and Contact Information

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. 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.

Classics combines the study of both ancient Greek and Latin with courses in ancient history, art, philosophy, politics, and religion. The department therefore offers courses in the ancient languages at all levels as well as a wide array of courses (taught in English) approaching the culture and history of Greek and Roman antiquity from a variety of perspectives.

In addition to classics, the department offers majors in Greek, Latin, and ancient studies. Ancient studies approaches Greek and Roman civilizations from an interdisciplinary perspective with less emphasis on the ancient languages. There are also minors related to each of these majors.

## Study Abroad

The department encourages study abroad. In recent years a number of students in the department have spent part of their junior year at the Intercollegiate Center for Classical Studies (ICCS) in Rome. Some have pursued their studies at Oxford, Saint Andrews, and other institutions in United Kingdom. College Year in Athens also offers one-semester programs in Greece. Students who anticipate taking an advanced degree in archaeology, ancient art history, ancient history, or classics can apply to summer sessions of the American School of Classical Studies at Athens.

## See Also

- Ancient Studies (p. 53)
- Greek (p. 222)
- Latin (p. 247)

## Contact Information

**Bruce Arnold, Chair****Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

<https://www.mtholyoke.edu/acad/classics>

## Faculty

**This area of study is administered by the Department of Classics and Italian. Classics faculty include:**

Paula Debnar, Professor of Classics

Geoffrey Sumi, Professor of Classics

Bruce Arnold, Associate Professor of Classics

Mark Landon, Visiting Language Instructor in Classics

Martino Lovato, Visiting Lecturer in Classics and Italian

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
	At least 8 credits in Greek at the 200 level or above	8
	At least 8 credits in Latin at the 200 level or above	8
	12 credits at the 300 level in Greek or Latin	12
	At least 8 additional credits at the 300 level in approved coursework <sup>1</sup>	8
	At least 4 additional credits at the 200 level or above in approved coursework <sup>1</sup>	4
Total Credits		40

<sup>1</sup> After consulting with the student's 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 do not count toward the major.

### Additional Specifications

- Students anticipating graduate work in classics should begin the study of both Greek and Latin as soon as possible.
- Students who declare a classics major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
	4 credits from Greek or Latin at the 100 or 200 level	4
	8 credits from Greek or Latin at the 200 or 300 level	8
	4 credits from Greek or Latin at the 300 level	4
Total Credits		16

### Additional Specifications

- The minor must include courses in both Greek and Latin.

## 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. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. ) is available in other sections of the catalog, or consult 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.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Offerings

### CLASS-205 Cleopatra: "The Not Humble Woman"

*Spring. Credits: 4*

In this course Cleopatra will be considered both as a political figure of importance in her own right and also as an enemy queen, representing a presumptuous challenge to the political hegemony and cultural values of the Romans. She may serve, therefore, as a lens through which one may view social and political tensions within Roman society over the nature of authority and empire. Readings include Vergil, Horace, Propertius, Lucan, Caesar, Sallust, Plutarch and the plays of Shakespeare and Shaw, where she is ambivalently portrayed as a woman who desires power or, contrariwise, as a romantic idealist who scorns temporal powers in fulfillment of private desires.

*Applies to requirement(s): Humanities*

*B. Arnold*

*Notes: Taught in English.*

### CLASS-211 Gods and Mortals: Ancient Greek and Roman Myth

*Spring. Credits: 4*

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 may include: Homer, *Odyssey*; Apollonius of Rhodes, *Argonautica*; Ovid, *Metamorphoses* and *Heroides*; Greek tragedy, and ancient images representing myths.

*Applies to requirement(s): Humanities*

*P. Debnar*

*Restrictions: This course is limited to first-years and sophomores.*

*Advisory: Juniors and seniors should contact the professor for permission.*

*Notes: Taught in English. Optional screenings of films related to ancient myth.*

### CLASS-212 Greek Tragedy, American Drama, and Film

*Not Scheduled for This Year. Credits: 4*

This course examines the critical influence of the three most important Athenian dramatists, Aeschylus, Sophocles, and Euripides, on the works of modern dramatists and filmmakers, including Eugene O'Neill, Tennessee Williams, Arthur Miller, Roman Polanski, Woody Allen, Ridley Scott, Jules Dassin, Theodoros Angelopolous, and others. Attention is given to the different concepts of tragedy underlying the genre, such as the tragedy of self-knowledge and illusion, the tragedy of desire, the tragedy of sin and redemption, and tragedy as protest against social injustice.

*Applies to requirement(s): Humanities*

*B. Arnold*

### CLASS-215 Classical Political Thought

*Not Scheduled for This Year. Credits: 4*

Through the works of such thinkers as Aeschylus, Thucydides, Plato, Aristotle, Augustine, Aquinas, Seneca, and Pizan, this course explores the broad themes of ancient and medieval political thought. 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.

*Crosslisted as: POLIT-211*

*Applies to requirement(s): Social Sciences*

*E. Markovits*

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

**CLASS-226 Bread and Circuses: The Politics of Public Entertainment in Ancient Rome***Not Scheduled for This Year. Credits: 4*

Bread and circuses (*panem et circenses*) was a catchphrase in the Roman empire that described the political strategy of controlling an unruly populace through free bread and public entertainment. Against a backdrop of Roman social and political institutions, this course focuses on the imperial ideology, aristocratic ethos, and cultural practices that underpinned this catchphrase, as well as questions concerning the careers of entertainers—gladiators, charioteers, and actors—who were at once celebrities and social outcasts; the rules of spectatorship at the games; the use of these games as a form of social control; and the logistics of feeding the city population.

*Crosslisted as: HIST-226**Applies to requirement(s): Humanities**G. Sumi***CLASS-227 Ancient Greece***Fall. Credits: 4*

This course will trace the emergence and expansion of Greek civilization in the Mediterranean between the Bronze Age and Alexander the Great. Among themes to be explored are political structures, trade, slavery, gender relations, and religion, as well as the contributions of ancient Greeks to literary genres (drama, rhetoric, historiography, philosophy) and to the visual arts. Throughout we will consider how the history of the ancient Greeks can speak to modern concerns. Sources will include works of ancient Greek literature and history (e.g., Homer, Herodotus, Thucydides, Aristophanes, Plutarch) as well as archaeological and epigraphic evidence.

*Crosslisted as: HIST-227**Applies to requirement(s): Humanities**P. Debnar***CLASS-228 Ancient Rome***Not Scheduled for This Year. Credits: 4*

Ancient Rome and its empire can be viewed both as a measure of human achievement and a cautionary tale of the corrupting effects of unbridled power. This course covers the history of Ancient Rome from its mythologized beginnings (753 BCE) to the rise and spread of Christianity under the Emperor Constantine (312 CE). Topics include the creation and development of Rome's republican form of government as well as its eventual transition to monarchy, the causes and consequences of the acquisition of empire, the role of the army in administering the provinces and defending the frontiers, the image of emperor, the economy, and religion.

*Crosslisted as: HIST-228**Applies to requirement(s): Humanities**G. Sumi***CLASS-229 The Tyrant and Gladiator: Bad Roman Emperors from Caligula to Commodus***Not Scheduled for This Year. Credits: 4*

Caligula was a god (or so he thought); Nero fiddled while Rome burned; Commodus dressed as a gladiator and fought man and beast in the arena. The history of the Roman empire is replete with scandalous stories about eccentric and even insane emperors whose reigns raise questions about the nature of the emperor's power and his role in administering the empire. In this course a close study of Roman imperial biography and historiography—the source of so many of these stories of bad emperors—will be weighed against documentary and archaeological evidence in order to reveal the dynamic between the emperor, his court, and his subjects that was fundamental to the political culture of imperial Rome.

*Crosslisted as: HIST-229**Applies to requirement(s): Humanities**G. Sumi***CLASS-230 The City of Rome From Romulus to Constantine***Fall. Credits: 4*

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.

*Crosslisted as: ARTH-290CR**Applies to requirement(s): Humanities**M. Landon**Restrictions: Course limited to sophomores, juniors and seniors***CLASS-231 The City of Athens from Theseus to Alaric***Not Scheduled for This Year. Credits: 4*

A detailed survey of the principal surviving monuments and overall architectural development of the city of Athens from its origins in the Bronze Age to the end of the 4th century C. E. The archaeological evidence will be discussed against a broader cultural and historical background, with an emphasis on the specific people and events that helped to shape the city and the general social and political circumstances that gave the monuments meaning.

*Crosslisted as: ARTH-290TH**Applies to requirement(s): Humanities**M. Landon***CLASS-232 War and Imperialism in the Ancient World***Spring. Credits: 4*

Ancient Greeks and Romans viewed warfare as an abiding part of the human condition. The literature and artwork of the ancient world are filled with images of the two faces of war: it conferred great glory on the combatants but at the cost of tremendous horror and suffering. In this course we will examine warfare from archaic Greece and the rise of the city-state (ca. 800 B.C.E.) to the fall of the Roman Empire in the west (ca. 476 C.E.). We will consider such topics as the culture and ethics of war and imperialism, logistics and strategies of warfare, as well as armor, weaponry and battlefield tactics.

*Crosslisted as: HIST-216**Applies to requirement(s): Humanities**G. Sumi***CLASS-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.*

**CLASS-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Courses in Other Departments Counting toward the Major and Minor in Classics

Code	Title	Credits
<b>Art History</b>		
ARTH-216	Empire: The Visual World of Ancient Rome	4
ARTH-290AP	Issues in Art History: 'Ancient Painting and Mosaic'	4
ARTH-290CM	Issues in Art History: 'Classical Myth in Ancient Art'	4
ARTH-290CR	Issues in Art History: 'The City of Rome From Romulus to Constantine'	4
ARTH-290PM	Issues in Art History: 'Pompeii'	4
ARTH-290TH	Issues in Art History: 'The City of Athens from Theseus to Alaric'	4
ARTH-310BA	Seminar in Ancient Art: 'The Body in Classical Art'	4
ARTH-310CA	Seminar in Ancient Art: 'Collecting Global Antiquity'	4
ARTH-310LM	Seminar in Ancient Art: 'Love and Metamorphosis'	4
ARTH-310RL	Seminar in Ancient Art: 'Roman Luxury'	4
<b>Classics</b>		
CLASS-205	Cleopatra: "The Not Humble Woman"	4
CLASS-211	Gods and Mortals: Ancient Greek and Roman Myth	4
CLASS-212	Greek Tragedy, American Drama, and Film	4
CLASS-215	Classical Political Thought	4
CLASS-226	Bread and Circuses: The Politics of Public Entertainment in Ancient Rome	4
CLASS-227	Ancient Greece	4
CLASS-228	Ancient Rome	4
CLASS-229	The Tyrant and Gladiator: Bad Roman Emperors from Caligula to Commodus	4
CLASS-230	The City of Rome From Romulus to Constantine	4
CLASS-231	The City of Athens from Theseus to Alaric	4
CLASS-232	War and Imperialism in the Ancient World	4
CLASS-295	Independent Study	1-4
CLASS-395	Independent Study	1-8
<b>Greek</b>		
GREEK-101	Elementary Greek: Homer's <i>Iliad</i>	4
GREEK-102	Elementary Greek: Homer's <i>Iliad</i>	4
GREEK-222	Classical Greek Prose and Poetry	4
GREEK-250	Intermediate Greek Tutorial	2-4
GREEK-322	Classical Greek Prose and Poetry	4
GREEK-350	Advanced Greek Tutorial	2-4
<b>History</b>		
HIST-216	War and Imperialism in the Ancient World	4
HIST-226	Bread and Circuses: The Politics of Public Entertainment in Ancient Rome	4
HIST-227	Ancient Greece	4
HIST-228	Ancient Rome	4
HIST-229	The Tyrant and the Gladiator: Bad Roman Emperors from Caligula to Commodus	4
<b>Latin</b>		

LATIN-101	Elementary Latin I	4
LATIN-102	Elementary Latin II	4
LATIN-201	Intermediate Latin I	4
LATIN-207	The Slender Muse	4
LATIN-210	Ovid: <i>Metamorphoses</i>	4
LATIN-212	Roma Ludens: Comedy and Satire in Ancient Rome	4
LATIN-213	Myth, Memory, and History: Writing the Past in the Roman Republic	4
LATIN-250	Intermediate Latin Tutorial	2-4
LATIN-302	Cicero and the Enemies of the Roman Republic	4
LATIN-307	The Slender Muse	4
LATIN-308	Lucretius	4
LATIN-309	Vergil: <i>Aeneid</i>	4
LATIN-310	Ovid: <i>Metamorphoses</i>	4
LATIN-312	Roma Ludens: Comedy and Satire in Ancient Rome	4
LATIN-313	Myth, Memory, and History: Writing the Past in the Roman Republic	4
LATIN-350	Advanced Latin Tutorial	2-4
<b>Philosophy</b>		
PHIL-201	Philosophical Foundations of Western Thought: The Greek Period	4
<b>Politics</b>		
POLIT-211	Classical Political Thought	4

## Coastal and Marine Sciences Overview and Contact Information

The Five College Coastal and Marine Sciences certificate enables students to select from a wide variety of marine-science-related courses, including coastal and marine ecology/geology, resource management and public policy, oceanography and coastal engineering to create a cohesive concentration.

Under the guidance of their faculty advisor for the certificate, students complete the three components of the program:

- a progressive series of courses available within the five campuses and in approved academic off-campus programs, such as Sea Education Association, School for Field Studies, Williams-Mystic, Duke University Marine Lab, Shoals Marine Lab, and others.
- proficiency in field/lab work through intensive field courses or internships.
- and a "capstone" independent, marine-related research project that will count toward the certificate.

Students interested in working toward the certificate should contact the FCCMS program coordinator to schedule an introductory meeting. After beginning the introductory course of study, students will be assigned a FCCMS faculty advisor. Advisors at Mount Holyoke College are Jason Andras (biological sciences), Renae Brodie (biological sciences), and Al Werner (geology).

### Contact Information

**Cindy Bright, Program Coordinator**

marinesci@fivecolleges.edu

413-538-3799



<https://www.fivecolleges.edu/marine>

## Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
A minimum of six approved courses (18 credit minimum), including at least one course in each of the following three categories:		
	Marine ecology and biodiversity	
	Marine geology and chemistry	
	Resource management and policy	
At least three of the six courses must be above introductory level, and in at least two fields of study		
At least three of the six courses must have a heavy concentration in coastal and marine sciences <sup>1</sup>		
<b>Total Courses</b>		<b>6</b>

<sup>1</sup> Courses with a heavy concentration in coastal and marine sciences are annotated as such on the list of approved courses for the certificate (<https://www.fivecolleges.edu/marine/courses>).

### Other Requirements

- Field/lab experience. Students must demonstrate competency in data collection by completing a minimum of 80 cumulative hours of coastal and marine-related field and/or lab work. This can be achieved by an appropriate combination of:
  - Courses that include field/lab experience (field trips, outdoor or indoor laboratory or practicum, field research). These courses may be taken among the Five Colleges or an approved study away program.
  - An approved summer internship, job, or volunteer experience in a coastal or marine environment. Field opportunities (<http://www.fivecolleges.edu/marine/opportunities>).
  - Work on the independent, marine-related research project (see below).
- Independent research project. Students must consult with FCCMS advisors to develop and complete an independent marine-related research project typically completed during the junior or senior year. Research projects may be based upon work begun during an internship, field course, volunteer or job experience. Requirements for this research project include:
  - A research project proposal: This must be submitted to the FCCMS advisor for review before the research is conducted; the research itself may be overseen by another faculty member or scientist. Research project proposal form (<http://www.fivecolleges.edu/marine/certificate>).
  - Poster presentation: The research project will culminate in a poster, to be presented at FCCMS symposia offered in November and April. Students will seek feedback from FCCMS advisors during poster development, prior to poster presentation.

### Additional Specifications

- Students must meet with FCCMS advisors ahead of time to ensure that internships, courses, field trips, etc. will meet the field/lab requirement. Students are required to keep a log of their field/lab experience hours for advisor approval and submission with the certificate application (<http://www.fivecolleges.edu/marine/>

certificate) and are encouraged to meet with their FCCMS advisor once per semester to review progress.

- Students must receive a cumulative grade point average of 3.0 or better for all courses contributing to the certificate requirements.
- Courses taken at other institutions (study abroad, domestic exchange, and transfer credits) may be applied towards the certificate, as long as approved by the certificate advisor. Study away programs with courses frequently approved for the certificate are listed on the certificate's website (<http://www.fivecolleges.edu/marine/opportunities>).

## Cognitive Neuroscience

### Overview and Contact Information

Cognitive neuroscience is the study of mind as it is manifested in the human brain. Cognitive neuroscientists combine psychophysical and brain imaging techniques such as functional magnetic resonance imaging (fMRI) and event-related potentials (ERPs) to examine the brain function underlying cognitive abilities in human beings.

The program of study for the Five College Certificate in Cognitive Neuroscience is designed to offer students the opportunity to deepen their understanding of cognitive neuroscience, through both theoretical and empirical training. The certificate program includes courses in research techniques, basic scientific foundations, neuroscience, philosophy, and cognition, combined with independent research. It brings together several related disciplines, each of which provides a different focus on mind-brain issues.

The certificate encourages students to follow a program distinct from, and yet complementary to, majors such as neuroscience and behavior, philosophy, or psychology.

### See Also

- Neuroscience and Behavior (p. 282)

### Contact Information

**Kathy Binder, Professor, Psychology and Education**  
**Mara Breen, Assistant Professor, Psychology**

<http://www.fivecolleges.edu/cogneuro/>

## Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
Areas of Study: at least one approved course in each of six areas of study: <sup>1</sup>		
	Overview of cognitive science	
	Scientific foundations (physics, computer science, chemistry, and biology)	
	Research methods, design, and analysis	
	Philosophy of mind	
	Neuroscience (neuroanatomy and neurophysiology)	
	Advanced topics	
Independent Research: at least one semester of independent research through a thesis, course project, or special study <sup>2</sup>		
<b>Total Courses</b>		<b>6-7</b>

- <sup>1</sup> Approved courses for the certificate are listed on the certificate's website (<https://www.fivecolleges.edu/cogneuro/courses>).
- <sup>2</sup> The course project may be completed in conjunction with one of the classes listed under the Research Methods area. An advisor-approved summer research project would also meet the research requirement.

## College Courses Overview

College Courses are liberal arts courses taught outside of departments or programs.

### Course Offerings

#### COLL-110 Science in the World

*Fall. Credits: 1*

This 1-credit seminar is especially designed for students transferring to Mount Holyoke to pursue a major in the sciences or mathematics. The course will connect new transfer students to people and resources that will help them to fully engage in the sciences at Mount Holyoke and provide a space to practice the modes of discourse common to upper-level science and math courses. We explore interdisciplinary topics such as the biology of stress, and learn about science opportunities (including internships) and effective strategies for excelling in science and math courses. We use the primary literature as a text, and gain practice with analytical writing in a setting specifically designed for transfer students. The curriculum is guided by research-based best practices and is designed in consultation with former transfer students.

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

*S. Bacon*

*Instructor permission required.*

#### COLL-115 Global Challenges

##### COLL-211 Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education

*Fall and Spring. Credits: 2*

Learn to speak with confidence and clarity about your summer internship or research project. Connect it to your academic coursework. What have you learned? How is it useful? What are your next steps? Students will reflect on their experience and collaborate with others to generate useful knowledge. Required for the Nexus but open to all students. For more information, email [nexus@mtholyoke.edu](mailto:nexus@mtholyoke.edu).

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

*A. Martin, E. Townsley*

*Notes: Fall 2018: class meets 9/17, 9/24, 10/1, 10/15, 10/22. All fall 2018 students will present at LEAP Symposium on 10/19.*

*Spring 2019: class meets 3/18, 3/25, 4/1, 4/8, 4/15. All spring students will have an opportunity to present on an event that will be scheduled for either April 12 or April 13. Exact date to be determined shortly.*

#### COLL-225 Topics in Leadership

##### COLL-225LP Topics in Leadership: 'Leadership and Public Impact'

*Not Scheduled for This Year. Credits: 1*

What does leadership in the public sphere look like? What does it mean to be an influential leader as an elected official, a policy advocate, or a public servant? In this six-week course, we will examine research literature and case examples, and hear from speakers from different aspects in the public service realm. Topics will include leadership capacities, issue advocacy, working with constituents, women's experiences, and effective mentoring and networking. Students will complete one project relevant to public impact.

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

*B. Packard*

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

*Notes: Repeatable for credit. Credit/no credit grading. Half-semester course.*

#### COLL-250 Seminar

## Computer Science

### Overview and Contact Information

Computer science is an exciting field with applications across many disciplines across the humanities, social sciences, and sciences. 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.

### 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 the junior year, with the student submitting and defending a thesis proposal early in the fall of the senior year. Upon department approval of this proposal, the student will complete the research during the senior year, writing and defending the thesis in the spring. Some honors students attend conferences and/or coauthor papers with their mentors.

### See Also

- Data Science (p. 137)
- Engineering (p. 150)

### Contact Information

**Valerie Barr, Chair**

**Wendy Queiros, Academic Department Coordinator**

207 Clapp Laboratory  
413-538-2420

<https://www.mtholyoke.edu/acad/computerscience>

## Faculty

### This area of study is administered by the Department of Computer Science:

Valerie Barr, Jean E. Sammet Professor of Computer Science

Lisa Ballesteros, Associate Professor of Computer Science, Teaching Fall Only

Audrey Lee St. John, Associate Professor of Computer Science, On Leave 2018-2019

Barbara Lerner, Associate Professor of Computer Science, Teaching Spring Only

Peter Klemperer, Assistant Professor of Computer Science

Heather Pon-Barry, Clare Boothe Luce Assistant Professor of Computer Science

Eitan Mendelowitz, Visiting Assistant Professor of Data Science

Daniel Sheldon, Five College Assistant Professor of Computer Science

Janet Slocum, Lab Instructor; Visiting Lecturer in Computer Science

Carolyn Anderson, Visiting Instructor in Computer Science; UMass Teaching Associate

Yuvraj Singla, Visiting Instructor in Computer Science; UMass Teaching Associate

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
<b>Computer Science (36 credits)</b>		
COMSC-151	Introduction to Computational Problem Solving <sup>1</sup>	4
COMSC-205	Data Structures	4
COMSC-221	Introduction to Computing Systems	4
COMSC-225	Programming Paradigms and Software Development	4
COMSC-312	Algorithms	4
COMSC-322	Operating Systems	4
Three additional computer science courses: <sup>2</sup>		12
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) <sup>3</sup>		
<b>Mathematics (4 credits)</b>		
MATH-232	Discrete Mathematics <sup>4</sup>	4
Total Credits		40

<sup>1</sup> Any COMSC-151 offering, for example COMSC-151AA, COMSC-151AR, COMSC-151DS, COMSC-151HC, or COMSC-151MD

<sup>2</sup> Independent study courses do not count as electives

<sup>3</sup> Students may also count PHIL-225 as an elective because of its strong connection to computer science

<sup>4</sup> Computer science majors who elect a mathematics or statistics minor may not count MATH-232 for credit in both mathematics or statistics and computer science

## Additional Specifications

- 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 MATH-101 and MATH-102). MATH-211, is very useful for some fields, like machine learning and computer graphics.
- Students planning to pursue an advanced degree in computer science should include in their plans additional computer science courses and independent research leading to a thesis.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
<b>Computer Science</b>		
COMSC-151	Introduction to Computational Problem Solving <sup>1</sup>	4
COMSC-205	Data Structures	4
COMSC-225	Programming Paradigms and Software Development	4
Two additional computer science courses (8 credits), including:		8
One at the 300 level		
The second can be at either the 200 level or 300 level		
Total Credits		20

<sup>1</sup> Any COMSC-151 offering, for example COMSC-151AA, COMSC-151AR, COMSC-151DS, COMSC-151HC, or COMSC-151MD

## Course Advice

The recommended way to begin a study of computer science is with COMSC-151 (any COMSC-151 offering, for example COMSC-151AA, COMSC-151AR, COMSC-151DS, COMSC-151HC, or COMSC-151MD). This course is an introduction to the use of computers as a problem-solving tool. Students with programming experience may consider beginning with COMSC-205. Any member of the computer science faculty can advise students who have questions about their course of study.

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

## Course Offerings

### COMSC-100 An Introduction to Computer Science

Fall. Credits: 4

An introduction to basic computer science concepts with a focus on Python programming to manipulate images and sounds. Lectures will cover topics such as the origins of computing, computer architecture, artificial intelligence, and robotics. Programming exercises will use the Python language to do image and sound manipulation.

*Applies to requirement(s): Math Sciences*

*J. Slocum*

*Notes: Students may not take this course after Computer Science 106 or 151.*

**COMSC-103 Networks***Not Scheduled for This Year. Credits: 4*

How do opinions, fads, and political movements spread through society? What makes food webs and financial markets robust? What are the technological, political, and economic forces at play in online communities? This course examines connections between the social, technological, and natural worlds through the lens of networks. Students will learn basics of graph theory and game theory and apply them to build mathematical models of processes that take place in networks.

*Applies to requirement(s): Math Sciences**The department***COMSC-106 Fundamentals of Applied Computing***Not Scheduled for This Year. Credits: 4*

Have you ever used Google's image search tool and wondered how the search results were found? Why is it so difficult for a computer to "see" as we do? Computer scientists are actively researching how to approach this challenge of "computer vision." This course will introduce the fundamentals of applied computing using computer vision as a motivating theme. Students will learn foundations of programming (in the Python programming language) before working with computational tools more independently.

*Applies to requirement(s): Math Sciences**A. St. John*

*Advisory: No prior study of computer science is expected. Students may not take this course after Computer Science 100 or 151. Students may not take Computer Science 100 after taking 106, but may take 151.*

*Notes: Course does not count toward the Computer Science major or minor.***COMSC-109 iDesign Studio***Fall and Spring. Credits: 4*

Designers are continually innovating ways of incorporating technology into today's world, from projections of butterflies on Grammy performance dresses to "smart" purses that sense when your wallet is missing. The recent emergence of low-cost, user-friendly components is making this new world of design accessible to a broad community. In this course, students will think critically about products already in the marketplace and will be given the tools to create their own designs. A sequence of hands-on workshops on electronics basics and microcontroller programming will provide the surprisingly minimal level of comfort and background in technology required to produce prototypes of these designs.

*Applies to requirement(s): Math Sciences**P. Klemperer, D. Snyder**Restrictions: This course is limited to first-year students.**Notes: Remaining seats will open for all students after first years have registered.***COMSC-132 Engineering for Everyone***Spring. Credits: 4*

Engineers change the world we live in every day by developing and improving nearly every aspect of our lives. In this course, we will study the interaction of technology and society and how the engineering design process helps shape the world we live in. Engineering comprises many disciplines, but one common theme is the engineering design process: research, problem definition, feasibility, conceptualization, prototyping, and testing. In this class, students will learn the engineering design process through application to contemporary technological and societal issues put into practice with pitch presentations, design reviews, prototypes, and written reports.

*Applies to requirement(s): Math Sciences**P. Klemperer**Advisory: This course has no prerequisites and is recommended for all students interested in engineering and technology.**Notes: Students interested in continuing with the Engineering Nexus are strongly recommended to take the course.***COMSC-151 Introduction to Computational Problem Solving****COMSC-151AA Introduction to Computational Problem Solving: 'Algorithmic Arts'***Spring. Credits: 4*

Introduction to the field of computer science with a computer art theme. Introduces students to algorithms, basic data structures, and programming techniques. Explores computation as an artistic medium, examining a range of computational art practices. By combining aspects of a studio art course, a media art survey, and an introductory computing lab, course participants will develop a solid foundation in computer programming approaches and techniques as they pertain to art production as well as an understanding of their emerging importance in the contemporary art world.

*Applies to requirement(s): Math Sciences**E. Mendelowitz**Coreq: COMSC-151AAL.**Notes: Additional seats will open for all students after first year students have registered.***COMSC-151AR Introduction to Computational Problem Solving: 'Artificial Intelligence'***Spring. Credits: 4*

Introduction to the field of computer science with a theme of artificial intelligence. Introduces students to algorithms, basic data structures, and programming techniques, and basic methods from artificial intelligence. Includes discussion of foundational papers in AI. Programming exercises will explore what is necessary in order to get computers to operate in ways that seem intelligent such as in game play or solving puzzles.

*Applies to requirement(s): Math Sciences**V. Barr**Coreq: COMSC-151ARL.**Notes: Additional seats will open for all students after first year students have registered.*



**COMSC-151DS Introduction to Computational Problem Solving: 'Data Science'***Fall. Credits: 4*

Introduction to the field of computer science with a data science theme. Introduces students to algorithms, basic data structures, and programming techniques. Also introduces the skills, techniques, and tools needed to collect, prepare, analyze, and visualize data to quantitatively ask and answer questions. Through readings, discussions, case studies, and projects, students will explore a breadth of subjects including programming for data manipulation, the presentation and representation of data, statistics and machine learning, "Big Data," and the ethics of working with data at scale.

*Applies to requirement(s): Math Sciences**E. Mendelowitz**Coreq: COMSC-151DSL.***COMSC-151HC Introduction to Computational Problem Solving: 'Humanities Computing'***Fall. Credits: 4*

Introduction to the field of computer science with a theme of humanities computing. Introduces students to algorithms, basic data structures, and programming techniques. Students will explore solving problems that arise in humanities disciplines: various forms of text analysis, image manipulation, animation, and sound manipulation.

*Applies to requirement(s): Math Sciences**V. Barr**Coreq: COMSC-151HCL.***COMSC-151MD Introduction to Computational Problem Solving: 'Computers in Medical Technology'***Fall and Spring. Credits: 4*

Introduction to the field of computer science with a theme of computing in medicine. Introduces students to algorithms, basic data structures, and programming techniques. Students will explore solving problems that arise in using computers to interpret biological data such as DNA sequences, cancer tumor shape/size, and cardiac waveforms.

*Applies to requirement(s): Math Sciences**J. Slocum**Coreq: COMSC-151MDL.*

*Notes: Additional seats will open for all students after first year students have registered.*

**COMSC-201 Advanced Problem-Solving and Elementary Data Structures***Fall. Credits: 4*

This course builds on the basic programming concepts learned in Computer Science 101. Emphasis is on developing the skills needed to write more sophisticated programs. This includes strategies to aid in assuring the correctness of programs through the use of assertions and unit testing as well as advanced Java features such as inheritance, polymorphism, and network programming. We will also introduce some widely used data structures such as vectors and linked lists. This course is programming-intensive.

*Applies to requirement(s): Math Sciences**H. Pon-Barry, The department**Prereq: COMSC-101 with a grade of C or better. Coreq: COMSC-201L.**Notes: Students must select a lab with the same instructor as the lecture.***COMSC-205 Data Structures***Spring. Credits: 4*

This course builds on the basic programming concepts learned in Computer Science 151, shifting the focus to the organization of data in order to improve efficiency and simplicity of programs. Topics include the study of abstract data types and data structures (such as linked lists, stacks, queues, and binary trees). This course is programming-intensive and introduces the Java programming language.

*Applies to requirement(s): Math Sciences**V. Barr**Prereq: COMSC-101 or COMSC-151 with a grade of C or better. Coreq: COMSC-205L.**Advisory: This course cannot be taken by students who have completed COMSC-201 or COMSC-211.***COMSC-211 Advanced Data Structures***Fall and Spring. Credits: 4*

Using Java. Solving problems with computers is accomplished by writing programs that operate on data to produce a desired result. The way data is organized and presented to the program can significantly affect its efficiency and simplicity and can sometimes determine whether or not a program can be written to solve the problem at all. This course presents ways of organizing data into 'data structures' and analyzes how structuring the data can improve program performance. **This course is programming intensive.**

*Applies to requirement(s): Math Sciences**V. Barr, E. Mendelowitz**Prereq: COMSC-201.***COMSC-215 Software Design***Spring. Credits: 4*

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

*Applies to requirement(s): Math Sciences**B. Lerner**Prereq: COMSC-201.***COMSC-221 Introduction to Computing Systems***Fall and Spring. Credits: 4*

This course looks at the inner workings of a computer and computer systems. It is an introduction to computer architecture. Specific topics include assembly language programming, memory, and parallelism. **This course is programming intensive.**

*Applies to requirement(s): Math Sciences**L. Ballesteros, J. Slocum**Prereq: COMSC-201. Coreq: COMSC-221L.*

**COMSC-225 Programming Paradigms and Software Development***Not Scheduled for This Year. Credits: 4*

Computational approaches to problems follow an iterative design process, refining an abstract solution to a final implementation. This includes identifying or creating an abstract model for the problem, choosing appropriate data structures and algorithms or heuristics and working within the constraints of a particular programming paradigm or environment. In this course, students will put this design process into practice through programming projects, using additional tools beyond those in COMSC-151 and COMSC-205. This course is programming intensive.

*Applies to requirement(s): Math Sciences**The department**Prereq: COMSC-205.***COMSC-226 Engineering Robotic Systems***Spring. Credits: 4*

This intermediate-level course presents a hands-on introduction to robotics. Each participant will construct and modify a robot controlled by an Arduino-compatible microcontroller. Topics include kinematics, inverse kinematics, control-theory, sensors, mechatronics, and motion planning. Material will be delivered through one weekly lecture and one weekly guided laboratory. Assignments include a lab-preparatory homework, guided lab sessions, and out-of-class projects that build upon the in-class sessions. Participants will use the Makerspace facilities to fabricate and demonstrate their robots.

*Applies to requirement(s): Math Sciences**P. Klemperer**Instructor permission required.**Prereq: COMSC-109 or COMSC-201.***COMSC-243 Topic****COMSC-243EM Topic: 'Embodied Interaction'***Fall. Credits: 4*

This class will expose students to programming techniques used in computer-based interactive art including real-time graphics, data visualization, human-computer interaction, sensor networks, computer vision, and physical computing through analysis of existing computational art and synthesis of original works. The course will place particular emphasis on embodied interaction – interaction that uses sensors to react to the whole body. Weekly assignments and reading will serve to reinforce concepts from lectures, build technical skills, and develop a personal aesthetic.

*Applies to requirement(s): Math Sciences**E. Mendelowitz**Prereq: COMSC-211.***COMSC-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***COMSC-311 Theory of Computation***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Math Sciences**The department**Prereq: COMSC-201 and MATH-232.***COMSC-312 Algorithms***Fall and Spring. Credits: 4*

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

*Applies to requirement(s): Math Sciences**B. Lerner, D. Sheldon**Prereq: COMSC-211 and MATH-232.***COMSC-316 Software Practicum***Not Scheduled for This Year. Credits: 4*

Tired of writing programs that nobody ever uses? Then, this is the course for you. Software enables enterprises to carry out previously tedious or impossible tasks, but many organizations lack the resources to develop needed software. You will apply your programming skills to develop and deliver software to meet the requirements of a client from the community. You will learn critical communication skills required to work with a client, work as a team with classmates, and experience the software lifecycle from requirements elicitation through delivery. You will synthesize many topics learned in courses as well as new technologies required to complete the project. Programming intensive.

*Applies to requirement(s): Math Sciences**The department**Instructor permission required.**Prereq: COMSC-215.***COMSC-322 Operating Systems***Fall and Spring. Credits: 4*

An introduction to the issues involved in orchestrating the use of computer resources. Topics include operating system evolution, file-handling systems, memory management, virtual memory, resource scheduling, multiprogramming, deadlocks, concurrent processes, protection, and design principles. Course emphasis: understanding the effects of operating system design on computer system performance.

**This course is programming intensive.***Applies to requirement(s): Math Sciences**B. Lerner, Y. Singla**Prereq: COMSC-211 and COMSC-221.*

**COMSC-334 Artificial Intelligence***Fall. Credits: 4*

Artificial Intelligence, as a field, has grown from its humble beginnings in science fiction to become one of the broadest fields in computer science, encompassing an incredibly wide array of topics. One of the common threads between these topics is "How do we build computer systems which exhibit logic and reason?" or rather "How do we build systems which can solve problems intelligently without resorting to brute force?" We'll cover a few major topics in this course, most notably search, logical reasoning, and planning as well as game playing/theory, uncertain reasoning, and graphical models. This course is programming intensive.

*Applies to requirement(s): Math Sciences**L. Ballesteros**Prereq: COMSC-211 and MATH-232.***COMSC-335 Machine Learning***Spring. Credits: 4*

How does Netflix learn what movies a person likes? How do computers read handwritten addresses on packages, or detect faces in images? Machine learning is the practice of programming computers to learn and improve through experience, and it is becoming pervasive in technology and science. This course will cover the mathematical underpinnings, algorithms, and practices that enable a computer to learn. Topics will include supervised learning, unsupervised learning, evaluation methodology, and Bayesian probabilistic modeling. Students will learn to program in MATLAB or Python and apply course skills to solve real world prediction and pattern recognition problems. Programming Intensive.

*Applies to requirement(s): Math Sciences**D. Sheldon**Instructor permission required.**Prereq: COMSC-211, MATH-232, and a Calculus course (MATH-101, MATH-102, or MATH-203).**Advisory: Preference will be given to seniors in need of a final 300-level elective.***COMSC-336 Intelligent Information Retrieval***Not Scheduled for This Year. Credits: 4*

Introduces the basic concepts, methodologies, and research findings in information retrieval. Special topics include Web searching, cross-language retrieval, data mining, and data extraction. Completion of this course will provide the necessary foundation to work in today's business environment where competitive advantage is obtained by retrieving needed information.

*Applies to requirement(s): Math Sciences**L. Ballesteros**Prereq: COMSC-211.***COMSC-341 Topics****COMSC-341DC Topics: 'Distributed Systems Engineering'***Fall. Credits: 4*

How does Google respond to search queries so quickly? How does the power grid maintain stability when a tree falls on a wire? Distributed systems solve big problems by facilitating cooperation between independent agents towards a common goal. This course covers major principles of distributed systems: resource contention, concurrent action, scheduling, and communicating. Students will put theory into practice designing, implementing, and debugging distributed systems. This course is programming intensive.

*Applies to requirement(s): Math Sciences**P. Klempner**Prereq: COMSC-201.***COMSC-341NL Topics: 'Natural Language Processing'***Fall. Credits: 4*

This seminar provides an introduction to natural language processing, the discipline of getting computers to understand human language. We will cover core ideas and algorithms relevant to both speech processing and text processing, with emphasis on applications in human-computer natural language interaction. Students will design and complete an open-ended final project.

*Applies to requirement(s): Math Sciences**H. Pon-Barry**Prereq: COMSC-211.***COMSC-341SP Topics: 'Computer Security & Privacy'***Not Scheduled for This Year. Credits: 4*

Data security is an everyday concern for people but also for high-profile targets like the United States Director of National Intelligence, the United States Federal Bureau of Investigation, Target and Home Depot. In the course we will study the security vulnerabilities that make attacks possible and actions that can be taken to mitigate them. This course will introduce a variety of security topics: identifying software security vulnerabilities, malicious software, cryptography, authentication, access-control, networking, risk-analysis, usability, and ethics. Students will complete readings, in-class discussions, and hands-on programming activities.

*Applies to requirement(s): Math Sciences**P. Klempner**Prereq: COMSC-211.***COMSC-343 Programming Language Design and Implementation***Fall. Credits: 4*

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

*Applies to requirement(s): Math Sciences**C. Anderson**Prereq: COMSC-211.***COMSC-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Critical Social Thought

### Overview and Contact Information

The Program in Critical Social Thought is designed for students who want to interrogate cultural and social phenomena outside the confines of traditional disciplinary boundaries with the goal of analyzing relations of power embedded in knowledge production and social life. Students apply critical thought from a wide array of intellectual traditions, including critical ethnic studies, performance studies, disability studies, the history of science, psychoanalysis, Marxism, the Frankfurt School, critical race studies, queer theory, feminist theory, and postcolonial theory. Critical Social Thought puts less emphasis on the social, cultural, or scientific objects under study than on its distinctive, interdisciplinary methodology in which student-driven inquiry and research combines theoretical and social critique with a concern for addressing pressing social issues.

## Contact Information

Kate Singer, Chair

<https://www.mtholyoke.edu/acad/criticalsocialthought>

## Faculty

**This area of study is administered by the Critical Social Thought Committee:**

Gail Hornstein, Professor of Psychology and Education, On Leave Fall 2018, Retiring Spring 2019

Amy Martin, Professor of English on the Emma B. Kennedy Foundation; Director of the Harriet L. and Paul M. Weissman Center

Karen Remmler, Professor of German Studies

Nigel Alderman, Associate Professor of English

Donald Cotter, Associate Professor of Chemistry, Teaching Spring Only

Justin Crumbaugh, Associate Professor of Spanish, Latina/o and Latin American Studies

Iyko Day, Associate Professor of English

David Hernández, Associate Professor of Spanish, Latina/o, Latin American Studies

Erika Rundle, Associate Professor of Theatre Arts, On Leave 2018-2019

Lucas Wilson, Associate Professor of Africana Studies and Economics

Ren-yo Hwang, Assistant Professor of Gender Studies and Critical Social Thought

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
CST-200	Foundations in Critical Social Thought	4
Two critical social thought courses at the 200 level		8
Two critical social thought courses at the 300 level		8
One critical social thought capstone seminar to complete a senior capstone project <sup>1</sup>		4
Two approved electives at the 300 level across two departments/programs		8
Two additional approved electives at any level		8
Total Credits		40

<sup>1</sup> In the event that there are insufficient numbers of graduating seniors to fill this class, students will complete their capstone projects through independent study or in another 300 level seminar. The capstone project is a thesis, research paper, performance, or multimedia project that serves as a culminating intellectual experience of a self-designed course of study. Normally this project will be completed in the capstone seminar

## Other Requirements

- Declaring the major. Students who wish to major in critical social thought will meet with the program chair to discuss their major interest and to select two advisors from the program faculty.

- Proposal. Submitted after completion of CST-200 and prior to declaring the major. Students must submit a 2-3 page proposal that identifies the focus of their course of study, explains its genesis and significance, and includes an annotated list of the courses they have and intend to take for credit in their major. Students will submit the proposal to their two advisors for approval before submitting it to the chair.

## Additional Specifications

- No more than a total of 8 credits of independent study (CST-295, CST-395) may be counted toward the major in addition to 8 credits of CST-395 senior thesis work.
- Students who declare a critical social thought major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
CST-200	Foundations in Critical Social Thought	4
One critical social thought course at the 200 level		4
One critical social thought course at the 300 level		4
One approved elective at the 200 or 300 level		4
One approved elective at the 300 level		4
Total Credits		20

## Other Requirements

- Declaring the minor. Students who wish to minor in critical social thought shall meet with the program chair to discuss their minor interest and to select an advisor from the program faculty.
- Proposal. Submitted after completion of CST-200 and prior to declaring the minor. To declare the minor, students must submit a 2-3 page proposal that identifies the focus of their course of study, explains its genesis and significance, and includes an annotated list of the courses they have and intend to take for credit in their minor. Students will submit the proposal to their advisor for approval before submitting it to the chair.

## Additional Specifications

- No more than a total of 4 credits of independent study (CST-295, CST-395) may be counted toward the minor.

## Course Offerings

### CST-149 Topics in Critical Social Thought

Over the last century, religionists have labored to discover the meaning of African dispersal beyond the continent and its accompanying spiritual lineages. What theories of encounter sufficiently adjudicate the synthetic religious cultures of African-descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will introduce the field of Africana religious studies. This background will inform the second and primary objective of the course: thematizing and exploring West and Central African religious traditions housed in the Americas.



### **CST-149AD Topics in Critical Social Thought: 'Introduction to African Diaspora Religions'**

*Fall. Credits: 4*

Over the last century, religionists have labored to discover the meaning of African dispersal beyond the continent and its accompanying spiritual lineages. What theories of encounter sufficiently adjudicate the synthetic religious cultures of African-descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will introduce the field of Africana religious studies. This background will inform the second and primary objective of the course: thematizing and exploring West and Central African religious traditions housed in the Americas.

*Crosslisted as: REILG-181, AFCNA-181*

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

*M. Coleman-Tobias*

### **CST-200 Foundations in Critical Social Thought**

*Spring. Credits: 4*

This class introduces students to the interdisciplinary field of Critical Social Thought. Students will learn to interrogate and challenge structures of social, cultural, and political power from a variety of theoretical traditions, such as Marxism, critical ethnic studies, queer and gender critique, critical race theory, media studies, performance studies, disability studies, history of science, the Frankfurt school, and settler colonial and postcolonial theory. Developing skills in theoretical and social critique to address pressing social issues, students will be equipped with an interdisciplinary toolbox to pursue independent projects.

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

*Other Attribute(s): Speaking-Intensive*

*I. Day*

### **CST-248 Science, Revolution, and Modernity**

*Spring. Credits: 4*

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

*Crosslisted as: HIST-248*

*Applies to requirement(s): Humanities*

*D. Cotter*

### **CST-249 Topics in Critical Social Thought**

#### **CST-249AE Topics in Critical Social Thought: 'Afro-Asian Encounters: Literatures, Cultures, Activisms'**

*Not Scheduled for This Year. Credits: 4*

This course explores historical and contemporary connections between African American and Asian American communities – the moments of solidarity as well as tension that have made their mark on literary and expressive culture. Looking to literary narratives, historical documents, film, and performance, we will consider how these groups have been defined in relation to one another, and explore how the categories of "Black" and "Asian" have come to be defined in the US context. In addition to our exploration of cultural objects, we will also study comparative ethnic frameworks – like women of color feminisms and queer of color critique – that read across and through the partitioning of ethnic American groups. This course ultimately aims to get students to think critically about the making of racial meaning, and to consider the centrality of literature and culture to social justice movements.

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

*J. Kim*

#### **CST-249AN Topics in Critical Social Thought: 'Aliens, Anti-Citizens, and Identities'**

*Spring. Credits: 4*

The course will examine marginal and "alien" citizenship statuses in the United States. Whereas the *Declaration of Independence* asserts that "all men are created equal," we will interrogate that statement by studying identities and personages that are explicitly treated unequally in the law and society. From immigrants to gang members, from tipped workers to queer persons, from presumed terrorists to disenfranchised ex-cons, we will examine the deliberate incorporation and maintenance of people in society into lower classes and statuses.

*Crosslisted as: LATST-250AN*

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

*D. Hernández*

#### **CST-249AS Topics in Critical Social Thought: 'Necropolitics in the Age of Slavery' 'Necropolitics in the Age of Slavery'**

*Spring. Credits: 4*

Slave narratives of the eighteenth and nineteenth centuries partook of white abolitionist discourse, rhetoric, and genres even as authors made space for their own ideas about freedom, captivity, sovereignty, power, gender, sexuality, and the nature of being. This course will read narratives by Cugoana, Equiano, Sanchez, Prince, Brent, and Craft alongside current critical theories about necropolitics (i.e., sovereignty as the right to kill), Afro-pessimism, Afro-futurism, and Afro-feminism, by theorists such as Mbembe, Wilderson, Moten, Sharpe, and Wynter, to consider what thoughts these authors can offer to us on ways of being, living, and surviving Western, racial imperialisms.

*Crosslisted as: ENGL-277*

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

*Other Attribute(s): Speaking-Intensive*

*K. Singer*

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

*Advisory: No previous theory reading experience is necessary, but a desire to learn to read it.*

**CST-249BE Buddhist Ethics***Spring. Credits: 4*

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.

*Crosslisted as: RELIG-267**Applies to requirement(s): Humanities; Multicultural Perspectives**S. Mrozik***CST-249CC Topics in Critical Social Thought: 'Cults, Conspiracies, and Moral Panics'***Fall and Spring. Credits: 4*

Using case studies such as the Eugenics Movement, Jonestown, and the Kennedy Assassination, this course will examine how distrust of the government, originally motivated by logical concerns, has transformed the way people think about power in the postmodern era. The class will explore the difference between rational questioning of authority and blind distrust that leads to questionable claims. Through topics such as the War on Drugs, this class shows how the powerful are able to use biases and public fears to carry out their own, often counterproductive, measures. These case studies have issues like race and class at their core. We will examine how certain social issues have managed to endure.

*Crosslisted as: SOCI-216CC**Applies to requirement(s): Social Sciences**N. Michaud Wild**Prereq: SOCI-123.***CST-249CP Topics in Critical Social Thought: 'Trap Doors and Glittering Closets: Queer/Trans\* of Color Politics of Recognition, Legibility, Visibility and Aesthetics'***Spring. Credits: 4*

In 2014, *Time* magazine declared the "Transgender Tipping Point" as a popular moment of transgender people's arrival into the mainstream. Using a queer and trans\* of color critique, this course will unpack the political discourses and seeming binaries surrounding visibility/invisibility, recognition/misrecognition, legibility/illegibility, belonging/unbelonging and aesthetics/utility. How might we grapple with the contradictions of the trapdoors, pitfalls, dark corners and glittering closets that structure and normalize violence for some while safeguarding violence for others? This course will center the 2017 anthology *Trap Door: Trans Cultural Production and the Politics of Visibility*.

*Crosslisted as: GNDST-204CP**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**R. Hwang**Prereq: One course in Gender Studies or Critical Social Thought.***CST-249CT Topics in Critical Social Thought: 'Cognitive Theory and Literary Studies'***Spring. Credits: 4*

A survey of philosophical, scientific, and theoretical approaches to the relation between cognition and representation. For as long as we have told stories, we have thought about how they work in conjunction with the mind. This course charts the many ways in which cognitive theory has shaped literary studies over the ages. How does fiction reflect the way we think? How in turn does it shape how we behave? What happens in the brain and body when we read? Starting in antiquity and working through history towards contemporary neuroscience and cognitive psychology, we will consider such matters as action and imitation; reality and fantasy; reason and imagination; aesthetics, empathy, and affect.

*Crosslisted as: ENGL-268**Applies to requirement(s): Humanities**S. Roychoudhury**Restrictions: Course limited to sophomores, juniors and seniors***CST-249DD Topics in Critical Social Thought: 'Diversity, Inclusion, and Daily Democracy in US History'***Fall. Credits: 4*

How have Americans -- and those contending with America -- envisioned and reached for more just and inclusive communities? What historical circumstances have opened opportunities for more robust democratic forms to emerge in the face of oppression? We will consider structural barriers to meaningful inclusion, involving racism, wealth, poverty, property, citizenship, gender, sexuality, disability, and dissent, as well as efforts to overcome them through concerted action and cultural struggle in the arts and public humanities. What public stories shape our connections with one another? What can we learn about the possibilities for sustaining democracy through daily life and culture?

*Crosslisted as: HIST-280DD**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Renda***CST-249EM Topics in Critical Social Thought: 'Embodiment in Theory: Precarious Lives from Marx to Butler'***Not Scheduled for This Year. Credits: 4*

We examine the writing of major nineteenth, twentieth, and twenty-first century theorists, such as Marx, Nietzsche, Freud, Dubois, Arendt, Fanon, Foucault, Butler, and others through the lens of embodiment. Rather than read theory as an abstract entity, we explore how theory itself is an embodiment of actual lives in which human beings experience life as precarious. What are the social conditions that create vulnerable bodies? How do thinkers who lived or are living precarious lives represent these bodies? Through a series of case studies based on contemporary examples of precarity, we examine the legacy and materiality of critical social thought.

*Crosslisted as: GRMST-231EM, GNDST-204EM**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**K. Remmler*

**CST-249FA Topics in Critical Social Thought: 'Fascism in Plain Sight'***Fall. Credits: 4*

This course examines fascism from a visual perspective. Students learn about the history of the phenomenon through the lenses of cinema, television, and performance. The course begins with an overview of fascism that spans from 1920s Europe to the present. What exactly is fascism? What is its relationship to newly emergent populisms (often called "fascist") and their own emphasis on spectacle? How does fascism visualize race, immigration, gender, sexuality, and violence? The course focuses mainly on fascism's manifestations throughout the Spanish-speaking world. That is, what do Latin America and Spain teach us about its malleability and adaptability?

*Crosslisted as: SPAN-240FA, FLMST-270FA**Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: SPAN-212 or fluency in Spanish with permission.**Notes: Taught in Spanish.***CST-249FD Topics in Critical Social Thought: 'Eating Asian America: Thinking through Food in Literature and Culture'***Not Scheduled for This Year. Credits: 4*

This course will focus on 20th and 21st century Asian American literature and culture through the critical lens of food: as medium of representation, crucible of memory, site of labor, and material trace of history. Through analyses of pop culture, literature, film, and cultural history, we will examine the intimate association of Asian American subjects with food, eating and cooking, as well as food's relationship to anti-immigrant sentiment, cultural assimilation, multiculturalist celebration, and U.S. empire. This course will further situate food within an intersectional framework, through which we consider the co-articulation of race with gender, sexuality, class, and nation

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**J. Kim***CST-249FM Special Topics in Critical Social Thought: 'Frames of Mind: Tracking Power/Knowledge'***Spring. Credits: 4*

A frame of mind typically refers to a mood or perspective. However, such dispositions also reflect a certain regulation of thought and thus behavior. In other words, something "frames" our minds in the first place. This course explores these ideas by interrogating the history of commonplace assumptions regarding issues such as freedom, race, prison, sexuality, government, and insanity. Authors include Giorgio Agamben, Wendy Brown, Michel Foucault, Friedrich Nietzsche, Edward Said, Ann Laura Stoler, and others.

*Crosslisted as: LATAM-287FM**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh*

*Advisory: The course is geared toward both first-year students with minimal experience with philosophy and other students who have an interest in critical theory.*

**CST-249JM Topics in Critical Social Thought: 'Jewish Modernities'***Spring. Credits: 4*

This course examines key themes in Jewish intellectual, religious, and political life from the late 17th century to the present. We examine: the effect of civil emancipation and the Enlightenment on Jewish philosophy and theology; Jews as both architects of modern thought and the paradigmatic Other in European liberal nation-states; the transformation of traditional Jewish religious rituals and belief systems in response to dramatic social and political life; new patterns of gender and family organization; the effect of antisemitism, Zionism, and imperialism on Jewish politics; and contemporary Jewish intellectual innovation, including feminist and queer thought.

*Crosslisted as: JWST-269, RELIG-269**Applies to requirement(s): Humanities**M. Benjamin***CST-249LR Topics in Critical Social Thought: 'Latina/o/x Urbanism'***Not Scheduled for This Year. Credits: 4*

This course examines the relationship between the urban and Latina/o/x placemaking, identities and culture(s). Urban scholars have long studied the "evolving" city-this course explores the changing city in relation to Latina/o/x populations and urban social change movements. We examine historical and contemporary conditions and cover a broad range of topics including: urbanization, urban planning, "new urbanism," placemaking, gentrification, migration/immigration, segregation, and more. The readings in this course aim to provoke a consideration of the dynamic between space and place, as well as how urban life, culture, and form impacts Latina/o/x populations and vice versa.

*Crosslisted as: LATST-250LR**Applies to requirement(s): Social Sciences; Multicultural Perspectives**V. Rosa***CST-249MD Topics in Critical Social Thought: 'Introduction to Media Studies'***Fall and Spring. Credits: 4*

This course introduces students to the critical study of media, focusing on electronic media, digital technologies, and network cultures. We will analyze the aesthetics, politics, protocols, history, and theory of media, paying attention to the ways they create and erase borders; affect how we form and articulate identities; invade privacy while providing a platform for exploration; foster hate speech and progressive movements alike; and participate in capitalist economies and the acceleration of climate change. While tracing the global flows of media creation, distribution, and consumption, we will also consider the different issues that arise in diverse national and local contexts.

*Crosslisted as: FLMST-220MD**Applies to requirement(s): Humanities; Multicultural Perspectives**H. Goodwin*

**CST-249NT Topics in Critical Social Thought: 'Black, Jewish, and Muslim Cultures in Germany: Intersectionalities of Othering'***Spring. Credits: 4*

As much as German culture is riddled with extreme examples of persecution and nationalism, the presence of those deemed non-German, such as Black Africans, African Americans, Jews, and Muslims, shaped cultural expression and cultural exchange. In this seminar we explore the expression of otherness as portrayed in literature, film, and art from the eighteenth through twenty-first Centuries. Drawing from critical race theory, critical ethnic studies, and gender studies, we consider work by non-Germans as well as the representation of others in German canonical and popular cultural production.

*Crosslisted as: GRMST-231NT, JWST-225NT**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Remmler***CST-249RP Topics in Critical Social Thought: 'Race, Racism, and Power'***Fall. Credits: 4*

This course analyzes the concepts of race and racism from an interdisciplinary perspective, with focus on Latinas/os/x in the United States. It explores the sociocultural, political, economic, and historical forces that interact with each other in the production of racial categories and racial "difference." In particular, we focus on racial ideologies, racial formation theory, and processes of racialization, as well as the relationship between race and ethnicity. The course examines racial inequality from a historical perspective and investigates how racial categories evolve and form across contexts. The analysis that develops will ultimately allow us to think rigorously about social inequality, resistance and liberation.

*Crosslisted as: LATST-250RP, GNDST-204RP**Applies to requirement(s): Social Sciences; Multicultural Perspectives**V. Rosa**Restrictions: This course is limited to sophomores and juniors.***CST-249TJ Topics in Critical Social Thought: Culture: 'Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability'***Not Scheduled for This Year. Credits: 4*

This course will offer an overview of select methodologies and methods from Community-based Participatory Action Research (CBPAR), Participatory Action Research (PAR), collaborative ethnography and other social justice research interventions such as radical oral history, grassroots research collectives, experimental digital archives, research and data justice networks and organizations. We will center on questions of "accountability"; that is, to whom, for whom, and to what end do processes of accountability serve those already in power? Moreover, we will investigate the chasms between academia and activism in order to explore the possibility of unlikely collaborative research alliances.

*Crosslisted as: GNDST-204TJ**Applies to requirement(s): Humanities; Multicultural Perspectives**R. Hwang**Prereq: 4 credits in Gender Studies or Critical Social Thought.***CST-249TR Topics in Critical Social Thought: 'Trans\* Identities and Communities: Genealogy, Theory, Praxis and Community Research'***Not Scheduled for This Year. Credits: 4*

This course will investigate knowledge/cultural production produced by trans\* communities, particularly those multiply impacted by categories of race, gender, sexuality, class, ability, citizenship and location. To understand the critical feminist genealogy/insurgency in which transgender studies/activism have become a field/site of political discourse, we will explore the overlaps and tensions between women/queer/trans\* of color activism and theory. Using experimental and multimedia archives of affect, grief, desire, love, liberation and identitarian contradictions, we will ask how counter genealogies as process can transform how we relate to and inhabit power, futurity and memory.

*Crosslisted as: GNDST-204TR**Applies to requirement(s): Humanities; Multicultural Perspectives**R. Hwang**Prereq: 4 credits from Gender Studies.***CST-249WT Topics in Critical Social Thought: 'Sociology of 9/11 and the War on Terror'***Not Scheduled for This Year. Credits: 4*

We will explore the cultural and political impact of the terrorist attacks on September 11, 2001. The media's role in constructing meanings will be a main organizing focus of the course. Using readings, discussions, assignments, and films, the course will allow students to form a picture of how 9/11 changed America and beyond. Course topics include: the way the mainstream media constructed 9/11 and alternate ways they could have; how popular culture and the Public Sphere responded; complex historical factors leading up to 9/11; reasons the attackers say they committed the attacks; ways the event changed culture and politics in the world; conspiracy theories.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**N. Michaud Wild**Prereq: SOCI-123.***CST-249YE Special Topics in Critical Social Thought: 'The Undocumented Latina/o Youth Experience: Struggles, Resiliency, and Futures'***Not Scheduled for This Year. Credits: 4*

This course provides an overview of the immigrant rights movement, emphasizing diverse undocumented Latina/o students throughout the K-20 pipeline. Readings and discussions will: address the socio-political construction of 'illegality'; critically examine the creation and implementation of pro- and anti-immigrant legislation, particularly policies that impact undocumented students; survey the challenges and resiliency of the undocumented youth movement as it pertains to education, social mobility, and health; and deconstruct the legislative, political, economic, and cultural factors that impact the undocumented community in the U.S.

*Crosslisted as: LATST-250YE**Applies to requirement(s): Social Sciences; Multicultural Perspectives**A. Soltero López*



**CST-253 Critical Race Theory***Fall. Credits: 4*

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

*Crosslisted as: AFCNA-208*

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

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

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

**CST-256 Rethinking (Under)Development in Latin America***Not Scheduled for This Year. Credits: 4*

When and how did the notion of "development" emerge and spread? Why does nearly every country now aspire to it? What stigmas and hierarchies does the term "under-development" imply? Throughout Latin America, such terms prove highly problematic not only with respect to the material reality they purport to describe but also as a framework for understanding place, time, and selfhood. In this course, students rethink conventional wisdom about "underdevelopment" through the study of writers, filmmakers, and painters from Latin America working at different historical junctures of the twentieth century.

*Crosslisted as: LATAM-287DE*

*Applies to requirement(s): Humanities*  
*L. Gudmundson*

**CST-258 Existentialism***Not Scheduled for This Year. Credits: 4*

Does human life have meaning (purpose)? Can religion or spirituality provide it? If not, is human life 'absurd'? How can we attain or create meaning in the face of the 'absurdity' of human life? What is genuine human freedom? Are other people in the world obstacles to, or also sources for, our attempt to attain or create meaning in our lives? What is existential commitment and 'authenticity'? Is existentialist ethics possible at all? We will examine the central themes of existentialism in readings from Kierkegaard, Dostoyevsky, Nietzsche, Sartre, Camus, de Beauvoir, and Fanon (among others). We will also end the course by considering some significant criticisms of existentialism.

*Crosslisted as: PHIL-255*

*Applies to requirement(s): Humanities*  
*The department*

**CST-280 Literary and Cultural Theory***Not Scheduled for This Year. Credits: 4*

An introduction to literary and cultural theory with an emphasis on twentieth century and contemporary thought. We will focus on crucial questions that have focused, and continue to focus, critical debate. These questions may include representation, subjectivity, ideology, identity, difference, gender, sexuality, race, ethnicity, and nation. Throughout we will be particularly interested in the ways in which language and form mediate and construct social experience.

*Crosslisted as: ENGL-280*

*Applies to requirement(s): Humanities*  
*Other Attribute(s): Writing-Intensive*

*A. Rodgers**Restrictions: Course limited to sophomores, juniors and seniors***CST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***CST-339 The Visual Culture of Protest***Not Scheduled for This Year. Credits: 4*

This course examines social protests from the perspective of the visual. Examining cultural productions from 1948-2015 we will focus on the geographical specificity of planned and spontaneous protests that have mobilized people into action. We will use a black studies framework to engage the possibilities present in resisting disparate power structures of race, gender, sexuality, class, and region. Artists, musicians, activists, writers, and grassroots organizers of social movements have been ever cognizant of the role of the visual in subverting power structures. We will use this opportunity to place visual culture at the center of a conversation concerning resistance, human rights, political agency, citizenship, and freedom.

*Crosslisted as: AFCNA-339, ENGL-339*

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*K. J. Brown*

*Prereq: ENGL-199/200, or AFCNA-200.***CST-342 Science as Culture***Not Scheduled for This Year. Credits: 4*

What is science? The progressive discovery of Nature's laws? The process of honing claims about the universe? Is science the act of postulating and testing hypotheses? Or is it tinkering, experimentation? This course offers an advanced introduction to cultural and anthropological studies of science. Through careful readings of work in areas such as the sociology of scientific knowledge, actor-network theory, feminist science studies, and affect theory, we will explore the sciences as complex systems of cultural production. The course will culminate in a series of critical ethnographic studies of how the sciences shape concepts and experiences of race, the body, gender, and sexuality.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**M. Watson**Prereq: 8 credits in the department.***CST-346 Irish Gothic***Not Scheduled for This Year. Credits: 4*

This advanced seminar will study the gothic as a genre and as a malleable yet persistent discursive site in Irish literary and political tradition. From the eighteenth century to the present, the gothic has been used to explore aspects of Irish history, in particular colonialism. The course will focus on texts that engage with three primary problems that the Irish gothic is used to explore: violence and terror, famine, and vampirism as a political metaphor. We will read novels, short fiction, poetry, and archival newspaper writing, including work by Maturin, Edgeworth, Lady Wilde, Mangan, LeFanu, Stoker, Joyce, Bowen, Enright, Deane, Boland, and Heaney.

*Crosslisted as: ENGL-346**Applies to requirement(s): Humanities**A. Martin**Instructor permission required.**Advisory: online application required*

*Notes: meets English department 1700-1900 requirement; meets English department seminar requirement*

**CST-349 Advanced Topics****CST-349AC Advanced Topics: 'Latina/o/x Studies in Action'***Spring. Credits: 4*

Latina/o/x Studies in Action explores university/college-community partnerships and civic engagement with/in Latina/o/x communities in the United States. Drawing from the field of Latina/o/x Studies, the course explores and interrogates "traditional" academic understandings of knowledge production, research, and service learning. Focusing on questions of power, inequality, and social change, this course will examine how university/college-community partnerships can be based on reciprocity, exchange, and the centering of community assets, needs, and voices.

*Crosslisted as: LATST-350AC**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**V. Rosa***CST-349AD Advanced Topics: 'Abolitionist Dreams & Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice'***Fall. Credits: 4*

This seminar will offer close theoretical readings of a variety of anti-colonial, abolitionist, anti-imperialist, insurgent and feminist-of-color memoir, autobiographical and social justice texts. We will read works from Leanne Betasamosake Simpson, Assata Shakur, Patrisse Cullors, Grace Lee Boggs, Audre Lorde, Leah Lakshmi Piepzna-Samarsinna, Leila Khaled, Fannie Lou Hamer, Sarah Ahmed, Lee Maracle, Kai Cheng Thom, Angela Davis, Sojourner Truth, adrienne maree brown, Alexis Pauline Gumbs, Mary Brave Bird, Jamaica Kincaid, Gabby Rivera and Haunani-Kay Trask. We will center the interlinking and capacious concepts of liberation, revolution, freedom, justice and decolonization.

*Crosslisted as: GNDST-333AD**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**R. Hwang**Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.***CST-349AF Advanced Topics: 'African American Spiritualities of Dissent'***Spring. Credits: 4*

This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the dissenting qualities of selected African American activists, community workers, scholars, spiritual/religious leaders and creative writers. By the end of this course, students will be able to thoughtfully respond to the questions, "What is spirituality?"; "What is dissent?"; and "Has blackness required resistive spiritual communities?"

*Crosslisted as: RELIG-331AF, AFCNA-341AF**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Coleman-Tobias***CST-349AN Advanced Topics: 'Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Disaster'***Not Scheduled for This Year. Credits: 4*

The "Anthropocene" has been defined as the era when humans exert change on the earth's climate, but this term has become a dynamo for theories, political discussions, and art about man's anthropocentric relation to the nonhuman world. This course will read theories of the Anthropocene alongside artistic contemplations of the shifting, ethical relations among humans, animals, and other beings of the world. How are we to live, die, and reproduce ourselves in a time when we have egregiously affected the earth? How does the critique of anthropocentrism shift our understanding of sex, gender, race, and the nonhuman? Finally, how does art speak within political conversations of climate change?

*Crosslisted as: ENGL-366**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Singer**Prereq: 8 credits in English or Critical Social Thought.***CST-349AX Advanced Topics: 'Making Waves: Gender and Sexuality in Asian America'***Not Scheduled for This Year. Credits: 4*

Dragon ladies, lotus blossoms, geisha girls—the U.S. cultural imaginary is saturated with myths regarding Asian sexuality and gender. This interdisciplinary course intervenes into this dominant imaginary by exploring feminist and queer frameworks derived from Asian-American contexts: immigration, labor, racial stereotyping, militarization, citizenship, and so-called "terrorism." Through a mix of scholarly, creative, activist, and media texts, we will challenge preconceived notions about Asian Americans as regressive, repressed, or hyper-sexual, as well as examine the powerful counter-imaginaries offered within Asian American literature and culture.

*Crosslisted as: GNDST-333AX**Applies to requirement(s): Social Sciences; Multicultural Perspectives**J. Kim**Prereq: GNDST-101.***CST-349BC Advanced Topics: 'History of British Capitalism'***Spring. Credits: 4*

Drawing on insights from recent scholarship on the "histories of capitalism," this course explores the history of economic life in modern Britain, from the late seventeenth to the early twentieth centuries. Rather than take British economic development as exemplary of modernization we will situate that which was particular about the British case against the pluralities of capitalism that have evolved over the past three centuries. Topics include revolutions in agriculture, finance, commerce and manufacturing; the political economy of empire; the relationship between economic ideas, institutions and practice; and, the shaping of everyday economic life by gender, class and race.

*Crosslisted as: HIST-357**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Fitz-Gibbon**Restrictions: This course is open to juniors and seniors*

**CST-349BG Advanced Topics: 'Beyond Geishas and Kung Fu'***Spring. Credits: 4*

This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visuality, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jin-me Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.

*Crosslisted as: ENGL-334BG**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**I. Day**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English.***CST-349BT Advanced Topics: 'The Body Toxic: Narratives of Race, Disability, and Illness'***Not Scheduled for This Year. Credits: 4*

This course examines the intersections of race, disability, illness, and health using literature and culture as primary sites of engagement. Looking to writers like Audre Lorde, Anna Deavere Smith, Mia Mingus, Harriet Jacobs, and Indra Sinha, it asks how structures of racial, environmental, and economic inequity transform the category of disability, which critics have primarily defined in terms of whiteness. It also considers alternate conceptions of health—models that do not align with mandates of productivity or normative embodiment—offered by the texts under consideration, and asks what political/ social liberation might look like when able-bodiedness is no longer privileged.

*Crosslisted as: GNDST-333BT**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**J. Kim***CST-349CF Advanced Topics: 'Survived, Punished and (Un)Deserving: Feminist Participatory Action Research Against Carceral Feminisms'***Spring. Credits: 4*

This course will consider the critical intervention of *#SurvivedAndPunished*, and the idea of "survivor defense as abolitionist praxis." Using principles and case studies from feminist and critical race action research, we will investigate the concepts of transformative justice, carceral feminism and anti-violence alongside the binaries of deserving/undeserving and good-victim/non-victim criminal. How does this relate to the corrective notions of rehabilitation, redemption and restitution? What does the criminalization of survivors of violence (i.e., gendered, racial, intimate partner, sexual and state violence) tell us about our limited views of justice and collective healing from harm?

*Crosslisted as: GNDST-333CF**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning, Writing-Intensive**R. Hwang**Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.***CST-349CH Advanced Topics: 'Childhood and Children in Religion'***Fall. Credits: 4*

This course explores a diversity of religious approaches to the meaning of childhood and the nature of children. We critically examine influential writings, rituals and liturgy, fiction, and other types of literature to understand the construction of childhood as distinctive life stage that entails special rights and responsibilities. We will also examine how gender, power, race, social structures, and economic arrangements produce divergent understandings of what it means to be a child.

*Crosslisted as: RELIG-331CH, JWST-350CH**Applies to requirement(s): Humanities**M. Benjamin**Restrictions: Course limited to sophomores, juniors and seniors**Notes: Students wishing to take this course for credit in Jewish studies must choose a research topic that builds on Jewish sources.***CST-349DE Advanced Topics: 'Rethinking (Under)Development in Latin America'***Not Scheduled for This Year. Credits: 4*

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. The course addresses works by Gabriel García Márquez, Subcomandante Marcos, José Martí, Tomás Gutiérrez Alea, and others.

*Crosslisted as: SPAN-350DE**Applies to requirement(s): Humanities; Language; Multicultural Perspectives**J. Crumbaugh**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish.***CST-349EM Advanced Topics: 'Flesh and Blood: Naturecultural Embodiments'***Spring. Credits: 4*

What does it mean to be (in?) a body? Who counts as whole, broken or food? How do discipline, punishment, use, reproduction, and illness come into play? What are agency, animacy, knowledge, consciousness in relation to embodiment? Western rationality has produced and disciplined a coherent, bounded, defended, racialized, and gendered bodily Self through medicine, psychiatry, nutrition, education, sexology, thanatology, obstetrics, and other disciplines. We will explore this production and its continual undoing, through topics such as medical diagnosis, disability, death and burial cultures, infection, diet, breastfeeding and dairy, chronic illness, depression, queerness, and hormone replacement.

*Crosslisted as: GNDST-333EM**Applies to requirement(s): Humanities**C. Gundermann**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: GNDST-101 and GNDST-221 or GNDST-201, or CST-200 or CST-248, or 8 credits in Anthropology, Sociology, History, Environmental Studies or Geography.*

**CST-349FM Advanced Topics: 'Latina Feminism(s)'***Not Scheduled for This Year. Credits: 4*

What is Latina Feminism? How does it differ from and/or intersect with "other" feminisms? In this seminar, we will explore the relationship between Latina feminist theory, knowledge production, and social change in the United States. This interdisciplinary course explores Latina feminism in relation to methodology and epistemology through a historical lens. This will help us to better understand how Latina feminist approaches can inform our research questions, allow us to analyze women's experiences and women's history, and challenge patriarchy and gender inequality. We will explore topics related to knowledge production, philosophies of the "self," positionality, inequality, the body, reproductive justice, representation, and community. Our approach in this class will employ an intersectional approach to feminist theory that understands the interconnectedness between multiple forms of oppression, including race, class, sexuality, and ability. Central to seminar discussions and student learning is a substantial community-based learning requirement that will facilitate a deeper engagement and analysis of the relationship between the concepts we explore in the course. Our goal is to develop a robust understanding of how Latina feminist methodologies and epistemologies can be tools for social change.

*Crosslisted as: LATST-350FM, GNDST-333FM**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**V. Rosa**Restrictions: This course is open to juniors and seniors***CST-349LD Advanced Topics: 'Luminous Darkness: African American Social Thought After DuBois'***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: AFCNA-308**Applies to requirement(s): Social Sciences; Multicultural Perspectives**L. Wilson**Instructor permission required.**Prereq: 8 credits in Africana Studies.***CST-349MC Advanced Topics: 'Latinas/os/x and Housing: Mi Casa Is Not Su Casa'***Not Scheduled for This Year. Credits: 4*

Housing is closely tied to quality of life and the health of neighborhoods and communities. As a main goal of the "American Dream," homeownership has important significance on an individual and societal level. For immigrants, this goal is often out of reach as a result of racism and discriminatory housing policies. This interdisciplinary seminar explores Latinas/os/x relationship to housing and homeownership by examining: 1. the history of housing policy in the United States; 2. national identity, assimilation, and housing; and 3. discriminatory housing policies/programs and housing inequality. We explore topics including immigration, housing policy, public housing, segregation, gentrification, the suburbs, homelessness, eviction, affordability, and community building. Exploring this range of topics will help us develop a clearer understanding of why housing is one of the most pressing issues for Latinas/os/x today.

*Crosslisted as: LATST-350MC, GNDST-333MC**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**V. Rosa**Restrictions: This course is open to juniors and seniors***CST-349MR Advanced Topics: 'The Medieval Mirror: Freedom, Gender and Resistance in Contemporary Arabic Literature'***Spring. Credits: 4*

Setting their historical novels in the Middle Ages, contemporary Arab writers such as Radwa Ashour, Jurjy Zaydan, Gamal al-Ghitani and Bensalem Himmich have reflected into the past the problems of present Middle-Eastern societies. Writing from Egypt, Lebanon and Morocco, they revisited with nostalgia the extraordinary medieval heritage of the Arab-Islamic world, educating their readers while taking them on journeys to Medieval Andalusia, to the last years of the Baghdad of the caliphs, and to Cairo on eve of the Ottoman conquest. By looking into the medieval mirror, these authors challenged conservative readings of this heritage. In doing so, they contributed to the modernization of their countries and were able to escape censorship, uphold feminist values, and to criticize Western imperialism and oppressive Arab rulers. In this course, we will read their works in valuable English translations, while discussing their extraordinary lives as twentieth-century writers, intellectuals, and activists.

*Crosslisted as: ASIAN-339**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Lovato**Notes: Taught in English. A special Arabic track will be available for upper-intermediate, advanced, and native students of Arabic.***CST-349MS Advanced Topics: 'Multi-Species Justice? Entangled Lives and Human Power'***Not Scheduled for This Year. Credits: 4*

How can we change animal exploitation and re-situate the human more equitably with other species? Through animal rights? Justice? Abolition? Dismantle human exceptionalism? Animal emancipation? Companionship? Co-existence? Stewardship? What are the uses and limits of the discourses from which critical animal studies borrows conceptually, for example: antiracism, feminism, disability studies, nationalism, transformative justice, and so on. We will explore different scenarios of human-nonhuman entanglements, such as training, rescue, the animal industrial complex, the politics of extinction, hunting, infection, predation, breeding/reproduction and others.

*Crosslisted as: GNDST-333MS**Applies to requirement(s): Humanities**C. Gundermann*



**CST-349MW Advanced Topics: 'Memory (of) War'***Not Scheduled for This Year. Credits: 4*

The medium of cinema has shown persistent concern with war and memory, and has constituted a heated battleground for remembrance and erasure of the past. Through cinema, in other words, we most clearly see both memories of war and subsequent wars among competing memories. The Spanish Civil War (1936-1939), the repressive military regime of Francisco Franco (1939-1975), and recent attempts to "recuperate" memory all dramatize these dynamics and raise a number of larger questions. How do destruction and devastation register through the visual? What happens when we attempt to police memory (through censorship, propaganda, etc.)? What and why do people choose to remember or forget?

*Crosslisted as: SPAN-340MW, FLMST-370MW**Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: Two courses in Spanish at the 200-level above SPAN-212.**Notes: Taught in Spanish.***CST-349NT Advanced Topics: 'Entangled Sexuality: Violence, Resistance, Crime, Punishment And Survival'***Not Scheduled for This Year. Credits: 4*

Sexuality via current US law is largely conceived of as a singular identity axis, existing independently of other categories and social phenomena. Through critical queer, critical race and settler colonial theory, this course will study the concepts of sexual citizenship/respectability in relation to criminality of "deviant" sexualized, racialized, colonized bodies. In turn, we will explore recent modes of LGBT legal reform – or rather "carceral feminisms" and "pink-washing." Lastly, we will focus on the unprecedented rate in which women/queer/trans people of color experience violence from the criminal justice system and its law enforcers, even in cases of survival and self-defense.

*Crosslisted as: GNDST-333NT**Applies to requirement(s): Humanities; Multicultural Perspectives**R. Hwang**Prereq: 8 credits from Gender Studies.***CST-349PW Advanced Topics: 'Once More With Feeling: Intimacies and Affects in a Posthuman World'***Spring. Credits: 4*

Affect theory offers a varied and rich critical language to explore how emotion circulates within and among human bodies-and nonhuman ones as well. If emotions operate through bodily changes and chemical exchanges, then animals and nonhumans might similarly be seen as bodies replete with affective materials in motion and at rest. In this course we will read through an array of affect theory from cognitive science, animal studies, and posthumanist debates on the affect of objects. We will consider how humans know what they feel (and when), how animals love, how forests think, and how affects might cross human and nonhuman boundaries.

*Crosslisted as: ENGL-382PW**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: Prior experience with theory is helpful but not necessary.***CST-349RE Advanced Topics: 'Body and Gender in Religious Traditions'***Not Scheduled for This Year. Credits: 4*

Do bodies matter in religious traditions? Whose bodies matter? How do they matter? By studying religious body ideals and practices, we examine the possibilities and problems different kinds of bodies have posed in religious traditions. Topics include religious diet, exercise, and dress; monasticism, celibacy, and sexuality; healing rituals, and slavery and violence. We pay special attention to contemporary challenges to problematic body ideals and practices coming from feminist, disability, postcolonial, queer, and trans theorists and activists.

*Crosslisted as: RELIG-352, GNDST-333RT**Applies to requirement(s): Humanities**S. Mrozik**Restrictions: Course limited to sophomores, juniors and seniors***CST-349RT Advanced Topics: 'Critical Race Theory in Education'***Not Scheduled for This Year. Credits: 4*

This course focuses on Critical Race Theory, its history and application in the field of Education. Through course readings and assignments, students will explore and discuss key issues such as race/racism, class/classism, gender/sexism among other "isms" and how they impact the teaching and learning experiences of students of color. This course is specifically designed to challenge students and make them think critically about their multiple identities, privileges and challenges as students and future leaders. The goal is gain a critical understanding of the connection between theory, research, and practice in order to better understand educational structures, processes, and discourses.

*Crosslisted as: LATST-350RT**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Soltero López**Notes: Students interested in careers within Education are highly encouraged to enroll.***CST-349ST Advanced Topics: 'Sissies, Studs and Butches: Racialized Masculinities, Effeminacy and Embodiments of Noncompliance'***Not Scheduled for This Year. Credits: 4*

This course will investigate the racialization of masculinity (and the masculinization of race) as undergirded by heteropatriarchy, settler colonialism, militarized borders and imperialism. This course will center perspectives from various "Third World Solidarity" diasporas in order to challenge Western, hegemonic and inherent legacies of masculinity as modernity's (hu)man. Using critical race theory, feminist, queer/trans\* of color critique (e.g., Wynter, Fanon, David Eng, José Muñoz), we will ask how whiteness (white supremacist masculinity) shapes and colors masculinity – whether as exemplar, visible, illegible, failed, deviant and even toxic – and what then falls outside of such a frame?

*Crosslisted as: GNDST-333ST**Applies to requirement(s): Humanities; Multicultural Perspectives**R. Hwang**Prereq: 8 credits in Gender Studies or Critical Social Thought.*

**CST-349UU Advanced Topics: 'Latina/o Immigration'***Fall. Credits: 4*

The course provides an historical and topical overview of Latina/o migration to the United States. We will examine the economic, political, and social antecedents to Latin American migration, and the historical impact of the migration process in the U.S. Considering migration from Mexico, Central America, and the Caribbean, we will discuss the social construction of race, the gendered nature of migration, migrant labor struggles, Latin American-U.S. Latino relations, immigration policy, and border life and enforcement. Notions of citizenship, race, class, gender, and sexuality will be central to our understanding of the complexity at work in the migration process.

*Crosslisted as: LATST-360, GNDST-333UU**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**D. Hernández**Notes: Community-based learning is optional in this class.***CST-349VC Advanced Topics: 'Victorian Literature and Visual Culture'***Fall. Credits: 4*

This course will examine literary texts that represent new forms of visibility in nineteenth-century Britain as well as examples of visual culture that provide a framework for reading Victorian culture in innovative ways. We will study nineteenth-century photography—portraiture, prison photography, imperial photographs, and private and popular erotic images—as well as novels and autobiographical writing that engage with new photographic technology and its transformation of the ways in which Victorians understood identity, politics, aesthetics, and representation. The course will take a similar approach to painting, literary illustration, political cartoons and caricature, and advertising.

*Crosslisted as: ENGL-325**Applies to requirement(s): Humanities**A. Martin**Prereq: ENGL-220 or ENGL-323 and at least 4 credits from art history or film studies.***CST-349WC Advanced Topics: 'Writing Capitalism's Ruins'***Not Scheduled for This Year. Credits: 4*

There's a low buzz; we feel nervous. Is this capitalism's end? Have zombie silhouettes hit the horizon yet? Keep checking. Anthropology narrates collective feelings, gives form to the ambience. But what's the ambience of late industrialism; what's it feel like to collapse? As we watch factory buildings crumble, we wonder whether the tap water's clean. The question of how to write the world (anthropologically-speaking) must also be a question of how to survive, thrive, and even flourish. Archaeologists have long explored decadence, collapse, and ruins. Cultural anthropologists now find themselves in the archaeologists' shoes. Drawing from archaeology, cultural anthropology, ecology, and literary theory, this course will be an open-ended, writing-oriented examination of contemporary experiences of ruins and ruination.

*Crosslisted as: ANTHR-316WC**Applies to requirement(s): Social Sciences; Multicultural Perspectives**M. Watson**Prereq: ANTHR-105.***CST-349WT Advanced Topics: 'Sociology of 9/11 and the War on Terror'***Fall. Credits: 4*

We will explore the cultural and political impact of the terrorist attacks on September 11, 2001. The media's role in constructing meanings will be a main organizing focus of the course. Using readings, discussions, assignments, and films, the course will allow students to form a picture of how 9/11 changed America and beyond. Course topics include: the way the mainstream media constructed 9/11 and alternate ways they could have; how popular culture and the Public Sphere responded; complex historical factors leading up to 9/11; reasons the attackers say they committed the attacks; ways the event changed culture and politics in the world; conspiracy theories.

*Crosslisted as: SOCI-316WT**Applies to requirement(s): Social Sciences**N. Michaud Wild**Prereq: 8 credits in Sociology***CST-391 Pivotal Political Ideas****CST-391CT Pivotal Political Ideas: 'Capitalism'***Not Scheduled for This Year. Credits: 4*

After reviewing the classic defense of capitalism as an engine of freedom, progress, and productivity, we will examine major shifts in the critique of capitalism from the early 19th to the early 21st century. This critical conceptual history will range over successive claims that capitalism foments labor exploitation and class inequality, imperialism, instrumentalism, the commodification of culture, the privatization of the commons, and the re-making of subjectivities to suit market imperatives. The course will conclude with Pope Francis's charge that the global capitalist system endangers 'whatever is fragile, like the environment' and devours everything 'in the way of increased profits.' Is Francis right, and if so, what are possible cures for these ills?

*Crosslisted as: POLIT-391CT**Applies to requirement(s): Social Sciences**A. Aslam**Prereq: One course in political theory or critical social thought.***CST-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Courses Approved to Count Toward the Major and Minor in Critical Social Thought

Code	Title	Credits
<b>Africana Studies</b>		
AFCNA-181	Introduction to African Diaspora Religions	4
<b>Art History</b>		
ARTH-243AR	Architecture 1890-1990: 'Building the Modern Environment'	4
<b>Critical Social Thought</b>		
CST-149AD	Topics in Critical Social Thought: 'Introduction to African Diaspora Religions'	4
CST-248	Science, Revolution, and Modernity	4
CST-249CC	Topics in Critical Social Thought: 'Cults, Conspiracies, and Moral Panics'	4
CST-249DD	Topics in Critical Social Thought: 'Diversity, Inclusion, and Daily Democracy in US History'	4
CST-249EM	Topics in Critical Social Thought: 'Embodiment in Theory: Precarious Lives from Marx to Butler'	4

CST-249FA	Topics in Critical Social Thought: 'Fascism in Plain Sight'	4
CST-249RP	Topics in Critical Social Thought: 'Race, Racism, and Power'	4
CST-253	Critical Race Theory	4
CST-258	Existentialism	4
CST-349AD	Advanced Topics: 'Abolitionist Dreams & Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice'	4
CST-349AX	Advanced Topics: 'Making Waves: Gender and Sexuality in Asian America'	4
CST-349BG	Advanced Topics: 'Beyond Geishas and Kung Fu'	4
CST-349CH	Advanced Topics: 'Childhood and Children in Religion'	4
CST-349FM	Advanced Topics: 'Latina Feminism(s)'	4
CST-349MW	Advanced Topics: 'Memory (of) War'	4
CST-349NT	Advanced Topics: 'Entangled Sexuality: Violence, Resistance, Crime, Punishment And Survival'	4
CST-349RT	Advanced Topics: 'Critical Race Theory in Education'	4
CST-349WT	Advanced Topics: 'Sociology of 9/11 and the War on Terror'	4

**Education**

EDUC-205	Racism and Inequality in Schools and Society	4
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**English**

ENGL-286	Sexuality and Women's Writing	4
ENGL-334BG	Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'	4
ENGL-392DP	Advanced Topics in English: 'Jews, Difference, and Partnering in American Literature'	4

**Film Studies**

FLMST-270FA	National/Transnational Cinema: 'Fascism in Plain Sight'	4
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**Gender Studies**

GNDST-201	Methods and Practices in Feminist Scholarship	4
GNDST-221QF	Feminist and Queer Theory: 'Feminist and Queer Theory'	4
GNDST-333AD	Advanced Seminar: 'Abolitionist Dreams & Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice'	4
GNDST-333AX	Advanced Topics: 'Making Waves: Gender and Sexuality in Asian America'	4

**History**

HIST-276	U.S. Women's History Since 1890	4
HIST-280DD	Topics in North American History: 'Diversity, Inclusion, and Daily Democracy in US History'	4
HIST-301FH	Colloquium: 'Food and Hunger in the Modern World'	4

**Jewish Studies**

JWST-350CH	Special Topics in Jewish Studies: 'Childhood and Children in Religion'	4
JWST-350DP	Special Topics in Jewish Studies: 'Jews, Difference, and Partnering in American Literature'	4

**Latin American Studies**

LATAM-287FM	Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'	4
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**Philosophy**

PHIL-201	Philosophical Foundations of Western Thought: The Greek Period	4
PHIL-202	Philosophical Foundations of Western Thought: The Modern Period	4
PHIL-248	Philosophical Issues in Race and Racism	4
PHIL-255	Existentialism	4
PHIL-350BA	Topics in Philosophy: 'Reasons for Belief and Action'	4

**Politics**

POLIT-350	Revolutions	4
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**Religion**

RELIG-181	Introduction to African Diaspora Religions	4
RELIG-331CH	Advanced Topics in Religion: 'Childhood and Children in Religion'	4

**Russian & Eurasian Studies**

RES-350	Revolutions	4
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**Sociology**

SOCI-333	Contemporary Social Theory	4
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**Spanish**

SPAN-240FA	Visual Cultures, An Introduction: 'Fascism in Plain Sight'	4
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## Culture, Health, and Science

### Overview and Contact Information

The Five College Program in Culture, Health, and Science (CHS) is a certificate program that allows undergraduate liberal arts students to explore human health, disease, and healing from interdisciplinary perspectives. Graduate schools recognize that tomorrow's health experts will need interdisciplinary training to link their understandings of history, culture, and behavior with clinical, biological, and epidemiologic models of health and disease. Students design a plan of study that approaches "health" holistically from the perspective of natural sciences, social sciences, and humanities.

Completing a CHS certificate builds on the liberal arts approach to equip students with tools to think critically about health issues. For example, students may learn to:

- Recognize historical patterns of disease distribution, treatment, and health disparities
- Appreciate the value of integrating literature, philosophy, and the arts with studies in STEM fields (and vice versa)
- Develop technical skills (such as research design, media literacy, gene editing, foreign languages, econometrics, doula training, or statistical analysis) to apply to health issues
- Navigate healthcare systems and be an advocate for themselves and others
- Apply contributions of multiple disciplines to the realm of public health, health promotion, cultural competence, disease eradication and global health

Students learn how behavior influences disease distribution, how biomedical categories change across time and culture, and how political

and socioeconomic factors affect disease and treatment. CHS students learn to interpret and communicate their results to diverse audiences.

CHS is led by a steering committee of faculty members from all five colleges and a range of disciplines. CHS students work with their campus advisors to articulate objectives, select courses, and conduct independent projects or internships. Faculty and students alike are enriched by the cross-campus connections and interdisciplinary collaborations that the Culture, Health, and Science program fosters — locally and globally.

For a complete list of CHS campus advisors, CHS-approved courses, internship opportunities, and upcoming events, see the certificate website (<https://www.fivecolleges.edu/chs>).

Contact Information

James Harold, Professor, Philosophy  
Lynn Morgan, Professor, Anthropology

<https://www.fivecolleges.edu/chs>

Requirements for the Certificate

A minimum of seven courses

Code	Title	Credits
Seven CHS-approved courses, with at least one course from each of the five categories of inquiry:		
	1. Biocultural Approaches: Interdisciplinary and/or comparative approaches that explore the interdependent influences on human health and disease	
	2. Mechanisms of Disease Transmission: Mechanisms of disease transmission within individuals and populations	
	3. Population, Health, and Disease: Exploring the relationships among social, behavioral, economic, and other aggregate population forces on human health and disease	
	4. Ethics, Policy, and Practice: Covering structures of knowledge about health and healthcare decision-making, including ethical and philosophical issues and their corresponding policy platforms, as well as the implementation of healthcare in practice	
	5. Research Design and Analysis: Concepts of evidence, data collection, research ethics, measurement, and modes of analysis	
At least four of the seven courses must be above the introductory level		
An approved independent research project, such as an internship, thesis, course project, independent study, or other activity acceptable to the student's campus CHS certificate advisor		
Total Courses		7-8

Additional Specifications

- Students must receive a grade of “B” or better in each of their seven chosen courses.
- No course can be used to satisfy more than one category.
- No more than three courses can “double count” toward a student’s major.
- It is also recommended, but not required, that at least one of your courses expose you to knowledge of health and disease processes at the level of the population.
- Four semesters—or the equivalent—of a second language is also recommended but not required. Such language training may be

required for students seeking internships and summer research positions.

- A list of CHS-approved courses is available from the certificate’s website (<https://www.fivecolleges.edu/chs/courses>).

Curricular Support Courses  
Overview

Curricular support courses are courses designed to strengthen skills applicable to a student’s academic growth.

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.

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

*Not Scheduled for This Year. Credits: 2*  
This course will equip students to enter communities effectively and responsibly as learners, researchers, volunteers, and citizens. Successful community-based learning depends on familiarity with communities and methods to study and assess conditions in them, and on familiarity with the history, politics, policies and practices of campus-community partnership. Students will analyze and interact with nonprofit and civic organizations, issues, and leaders to refine personal interests and skills for social justice advocacy. Students will identify and prepare to address critical needs and opportunities via community partnerships through readings, discussions, panel sessions and assignments.  
*Applies to requirement(s): Meets No Distribution Requirement*  
*Other Attribute(s): Community-Based Learning*  
*A. Bloomgarden*  
*Notes: 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.*

**CUSP-105 Speaking from Experience**  
*Not Scheduled for This Year. Credits: 2*  
Especially designed for students interested in developing their public speaking skills (or pitching) within entrepreneurial settings, this speaking-intensive two-credit course will help students reflect on, learn from, and speak about their unique experiences as they transition into their next steps after graduation. Using techniques that are effective to focus their message and connect with their audience, students will improve their ability to communicate with confidence, express themselves authentically and inspire others. Students will practice and revise their pitches with different contexts and audiences in mind, and learn more about ways that such spoken presentations are evaluated.  
*Applies to requirement(s): Meets No Distribution Requirement*  
*Other Attribute(s): Speaking-Intensive*  
*R. Feldman*  
*Notes: Half-semester course. Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.*



**CUSP-134 Effective Writing, Revising, And Communication***Fall. Credits: 1*

This course is intended for students who are new to American academic writing or identify as non-native speakers of English. Students should also be enrolled in a writing-intensive course. Through discussion and analysis of their own writing and peer work, students evaluate the effectiveness of their written communication and writing process. A variety of strategies for strengthening written communication are applied to current writing projects. Planned topics include incorporating and citing sources, English structure and vocabulary, writing to an audience, constructing effective paragraphs, and drafting and revision.

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

*A. Lawlor, M. Shea*

*Instructor permission required.*

*Notes: Repeatable for credit. Credit/no credit grading. 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.*

**CUSP-202 Community-Based Learning: Networks, Reflection, and Meaning***Fall. Credits: 2*

Community-based learning that effectively develops civic leaders and engages purposefully in community development requires students to develop networking, reflection, and analytic practices. Readings on civic engagement, discussions and exercises will advance campus and community networks, writing and oral reflection on field experiences, and information-sharing so students will better understand themselves and communities. This course is designed to facilitate learning and impact for CBL Program student staff pursuing concurrent fellowships and mentorships. Students in C.A.U.S.E. leadership, off-campus work-study, and independent study positions may also enroll by permission.

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

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

*A. Bloomgarden*

*Instructor permission required.*

*Advisory: For current CBL Fellows only. Instructor permission required.*

*Notes: Meets Wednesday nights. 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.*

**CUSP-203 Integrating Learning, Service, and Social Action***Spring. Credits: 2*

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

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

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

*A. Bloomgarden*

*Instructor permission required.*

*Notes: Meeting dates: 1/30, 2/13, 2/27, 3/20, 4/3, 4/10, 4/17, plus required workshops and trainings. 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.*

**CUSP-208 Fundamentals of Maker Culture***Fall and Spring. Credits: 2*

This course is an introduction to common shop practices in the MHC Makerspace. In this course, you will learn to safely operate equipment and to both develop and mentor projects, with a focus on inclusive pedagogy. Emphasis will be placed on class participation as well as hands-on project based assignments. Priority will be given to those seeking to work as Makerspace Consultants.

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

*K. Aidala*

*Instructor permission required.*

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

**CUSP-209 Making Study Abroad a Transformative Experience***Fall. Credits: 1*

This course prepares students for a profoundly transformative study abroad experience, personally and intellectually. We explore ways to engage cultural difference rather than shy away from it and be comfortable with being outside one's comfort zone. Students will learn critical reflection strategies and discuss how study abroad supports their individual learning goals and advances their personal growth and career prospects. Classes include case studies, role play, and conversations with faculty and alumnae with study abroad experience.

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

*M. Lauer, M. Svaldi*

*Instructor permission required.*

*Advisory: Course is limited to students who plan to study abroad in spring 2019.*

*Notes: Second half of semester. 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.*

**CUSP-212 Peer Mentoring: Theory and Practice***Spring. Credits: 2*

This course is an introduction to theories and practices of collaborative learning for students preparing to work as mentors in the Speaking, Arguing, and Writing Program (SAW). We will draw on existing research, practice sessions, class discussion, and our own writing and speaking to craft our philosophies of peer mentoring and to develop effective practical strategies.

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

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

*D. Hernández*

*Instructor permission required.*

*Notes: Meets second half of the semester on Monday evenings. 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.*

**CUSP-215 Intergroup Dialogue****CUSP-215RR Intergroup Dialogue: 'Understanding Race and Racism in the United States and Mount Holyoke College'***Fall and Spring. Credits: 1*

In a culturally and socially diverse society, discussion about issues of difference, conflict and community are needed to facilitate understanding between social/cultural groups. In this intergroup dialogue, students will actively participate in two days (16 hours) of semi-structured, face-to-face meetings with students from other social identity groups. Students will learn from each others' perspectives, read and discuss relevant reading material, and explore their own and other groups' experiences in various social and institutional contexts. Students will also explore ways of taking action to create change and bridge differences at the interpersonal and social/community levels.

*Applies to requirement(s): Meets No Distribution Requirement**M. Keehn**Instructor permission required.**Advisory: Interested students must complete an online application. Fall application, Spring application.*

*Notes: Students may take this weekend dialogue experience for 1 academic credit or may participate without registration as a co-curricular opportunity. In addition to the weekend meetings, there are reflection papers to be completed before and after the dialogue. 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.*

**CUSP-216 MaGE Training***Not Scheduled for This Year. Credits: 2*

This course is an introduction to theories and practices of collaborative learning for students in the Computer Science Megas and Gigas Educate (MaGE) peer mentoring program. We will draw on existing research, practice sessions, and class discussion to craft our philosophies of peer mentoring and to develop effective practical strategies.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive**A. St. John**Instructor permission required.*

*Notes: Meets half of the semester. 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.*

**CUSP-235 Intergroup Dialogue: Facilitating Conversations About Social Justice***Spring. Credits: 2*

Intergroup Dialogue engages individuals and groups in facilitated small group processes to explore difficult issues to develop shared meaning across lines of difference, and generate opportunities for collaborative action. This course is designed to give students both a theoretical and practical foundation in the awareness, knowledge and skills needed to effectively plan, facilitate and evaluate Intergroup Dialogues. Students will develop skills in facilitating multicultural group interactions and work with conflict that may emerge engaging topics such as group dynamics, conflict intervention, intergroup communication and group building

*Applies to requirement(s): Meets No Distribution Requirement**M. Keehn**Instructor permission required.**Prereq: CUSP-215RR.*

*Advisory: Students must have completed CUSP-215RR or a comparable intergroup dialogue experience from another institution and must complete the required application form.*

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

**CUSP-241 Engaging for Social Impact: Working With Local Communities Around the World***Spring. Credits: 2*

This course prepares students for learning and engagement in community-based settings locally and abroad – through international internships, Community-Based Learning and/or the Global/Local Fellowship. Effective and ethical work with communities requires students to better understand the contexts of, and possible modes for, collaborative action. Students will engage crucial questions, including their motivations and positionality as change agents, histories of social inequality and attempts to address them (e.g., through development, social justice), how "community" is variously defined. This course will use a combination of course discussion, personal reflection and community-based trips.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**A. Bloomgarden**Instructor permission required.*

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

## Dance

### Overview and Contact Information

The Five College Dance Department combines the programs of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts at Amherst. The faculty meets to coordinate curricula, course scheduling, performances, and other services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange, and student travel; students may take a dance course on any of the five campuses and receive credit at their home institution.

Please consult the Five College Dance Department website (<https://www.fivecolleges.edu/dance>) for up-to-date listings, faculty, and guest artists. Each semester, a listing of the current Five College dance

courses, with specified times and locations, is available online (<https://www.fivecolleges.edu/academics/courses/dance>).

## Contact Information

Charles Flachs, Chair

Cathy Smelcer, Academic Department Coordinator

106 Kendall Sports & Dance Complex

413-538-2310

<https://www.mtholyoke.edu/acad/dance>

## Mount Holyoke Faculty

Charles Flachs, Professor of Dance

Rose Flachs, Professor of Dance

Peter Jones, Senior Lecturer and Accompanist in Dance

Dasha Chapman, Five College Assistant Professor of Critical Dance Studies

Shakia Johnson, Visiting Artist in Dance

Matisse Madden, Visiting Artist in Dance

Katie Martin, Visiting Artist in Dance

Caitlin Rajala, Visiting Artist in Dance; UMass Teaching Associate

Marilyn Sylla, Five College Lecturer in Dance

Daniel Trenner, Visiting Artist in Dance

Terre Vandale, Visiting Artist in Dance

Debra Vega, Visiting Artist in Dance

Felice Wolfzahn, Visiting Artist in Dance

Barbara Diewald, Visiting Lecturer in Dance

## Five College Faculty

Professors Blum (Smith), Hill (FCDD), Lowell (Hampshire), Woodson (Amherst); Assistant Professors Aiken (Smith), Dennis (UMass), Goffe (Hampshire), Hauser (Smith), Tomé (Smith), Vacanti (UMass); Musicians Arslanian (UMass), Vargas (Smith); Lecturers MacArthur (UMass), Maietta (UMass), Sylla (Smith)

How does the body speak? What physical, cultural, and aesthetic principles inform the embodiment and skillful practice of different dance traditions? How is choreography inspired and developed, and what are the key tools of its craft? A dance student will investigate physical, cultural and aesthetic principles of dance and embody the skillful practice of different dance traditions. The curriculum of core courses and areas of concentration emphasize technical training, performance, creative practice and critical/theoretical understanding. A dance major may choose one of three areas of concentration, pursue dance teacher licensure (p. 324), or choose to create their own concentration supported by the Five College Curriculum. The major is designed to prepare students for dance careers in choreography and performance; science, somatics, and arts therapies; education and community engagement; and history, theory, and criticism.

## Requirements for the Major

A minimum of 48 credits:

Code	Title	Credits
<b>Core Courses:</b>		
DANCE-151	Elementary Composition	4
DANCE-171	Studies in Dance History	4
DANCE-241	Scientific Foundations of Dance	4
DANCE-272	Dance and Culture	4
DANCE-287	Rhythmic Analysis	4
DANCE-390	Senior Capstone Seminar (2 cr fall and 2 cr spring)	4
Six 2-credit dance courses (12 cr) of technique in at least two idioms		12
<b>Concentration:</b>		
Declare one of the following concentrations and complete 12 credits, including a minimum of 8 credits at the 300 level:		12
Choreography and Performance		
Dance Science, Somatics, and Arts Therapies		
History, Theory, and Criticism		
Total Credits		48

## Other Requirements

- Program plan. The dance major's program is designed in consultation with her advisor and approval of the department chair.
- Concentration. Planning for each concentration may include, but is not limited to, the courses listed below. In some cases, courses from other departments may be substituted for the concentrations and will require the approval of the department chair.
- Crew. Dance majors must serve on crew for a minimum of two dance concerts.

### Choreography and Performance

Code	Title	Credits
DANCE-252	Intermediate Composition	4
DANCE-309	Dance Repertory: Ballet Variations	4
DANCE-387	Rhythmic Analysis II: Performance	4
Two 2-credit 300-level technique or repertory courses		4
Dance-353 Advanced Composition		

### Dance Science, Somatics, and Arts Therapies

Code	Title	Credits
DANCE-377	Advanced Studies	4
HACU-247 at Hampshire College:	The Sustainable Self: Resources for Body and Mind	4
Dance-285	Laban Movement Analysis	4
Kinesiology 311 at UMass Amherst:	Anatomy of Human Motion	4

### History, Theory, and Criticism

Code	Title	Credits
DANCE-377	Advanced Studies	4
Dance 323 at UMass Amherst	Dance in the New Millennium	4
Dance 368 at UMass Amherst	Writing about Dance	4

HACU 311 at Hampshire College	The Round Table: Research in Dance	4
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The dance minor is intended to provide a well-rounded and in-depth introduction to dance as an art form.

## Requirements for the Minor

A minimum of 24 credits:

Code	Title	Credits
DANCE-151	Elementary Composition	4
DANCE-171	Studies in Dance History	4
DANCE-241	Scientific Foundations of Dance	4
DANCE-272	Dance and Culture	4
A minimum of two courses of dance technique or repertory (DANCE-305)		4
An additional 4 credits of dance at the 300 level, either in theory or technique		4
Total Credits		24

## Other Requirements

- Approval. All minors must be approved by the department chair.
- Crew. Dance minors must serve on crew for a minimum of two dance concerts.

## Teacher Licensure

Students interested in pursuing licensure in the field of dance can combine the core courses in the dance major and required technique courses with a minor in education. Students need to consult with the dance department chair and faculty for the teacher licensure program.

See further information in the catalog about the minor in education (p. 324) and Teacher Licensure (p. ), and consult the Teacher Licensure program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Offerings

The department is renowned for its extensive studio offerings in ballet technique, contemporary/modern technique, and repertory/performance, as well as its rotating offerings in West African dance, hip hop, tap, jazz, Indian classical dance, tango, contact improvisation, and musical theatre. Theory courses range from Scientific Foundations in Dance to Studies in Dance History, Analysis of Rhythm, and Choreography. All courses are designed to contribute in various ways to the College's Learning Goals. This range of courses is further augmented by more than 100 theory and studio courses offered annually through the Five College Dance Department (<https://www.fivecolleges.edu/academics/courses/dance>).

## Dance Theory

### DANCE-151 Elementary Composition

*Fall. Credits: 4*

A study of the principles and elements of choreography. How is movement design and meaning constructed? How do the different dimensions of the medium of dance inform and inspire choreographic choices? Course work will focus on experiential and analytical approaches to these questions through readings, video viewings and guided improvisational and compositional explorations of such issues as sensation, time, rhythm, desire, image, shape, space, and effort quality. Students will experiment with a range of tools and strategies for dance making, including movement phrasing, musical structure, collage, group forms, improvisational scoring, and the design of movement in relation to objects and environments.

*Applies to requirement(s): Humanities*

*K. Martin*

### DANCE-171 Studies in Dance History

*Spring. Credits: 4*

This course is designed to present an overview of dance as a performing art in the twentieth century. Through readings, video and film viewings, guest performances, individual research projects, and classroom discussions, students will explore principles and traditions of twentieth-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde experimentation, African American dance forms, jazz dance, and other cultural dance traditions.

*Applies to requirement(s): Humanities*

*C. Flachs*

### DANCE-177 Introduction to Caribbean Dance Studies

*Fall. Credits: 4*

How does Caribbean dance mobilize identity, history, and community? This course will introduce students to the study of Caribbean dance forms through regular reading, writing, viewing, and dance practice, as well as guest artist visits. We will explore a diversity of Caribbean dance practices from Cuba, Haiti, Jamaica, Trinidad, and Puerto Rico, paying particular attention to race, gender and sexuality in our analyses.

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

*D. Chapman*

### DANCE-205 Repertory: First Year Dance

*Not Scheduled for This Year. Credits: 2*

A studio course open to first year students by audition. Students are involved in the creation of a new dance to be performed in November as part of the Mount Holyoke Faculty Dance Concert. Through collaborative compositional assignments, students generate inventive movement material that honors diverse training backgrounds, challenges expressive range, and builds partnering skills.

*The department*

*Restrictions: This course is limited to first-year students.*

*Advisory: Audition at the first class and at the fall FCDD faculty audition.*

*Notes: Repeatable for credit.*

### DANCE-241 Scientific Foundations of Dance

Selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles.



**DANCE-241AK Scientific Foundations of Dance: 'Anatomy and Kinesiology'***Fall. Credits: 4*

This course offers an in-depth experiential study of the human body's skeletal and muscular systems, with additional information on bone growth and development, joint architecture, injuries and their prevention, and the discovery of personal alignment anomalies. Course work will include lecture, laboratory sessions, assigned readings, exams, the creation of a body map and the development of a personalized therapeutic regime.

*Applies to requirement(s): Humanities**B. Diewald***DANCE-252 Intermediate Composition***Spring. Credits: 4*

Intermediate Composition is structured as a workshop for you to explore and expand your own artistic vision. It will increase your understanding of inspiration and intention as they relate to choreography as well as encourage active consideration of choreographic possibilities for space, time, performer/audience interaction, energetic qualities, use of text, music, and physical and environmental intelligences.

*Applies to requirement(s): Humanities**B. Diewald, P. Jones**Prereq: DANCE-151.***DANCE-261 Dance Education****DANCE-262 Somatic Studies and Dance Practices***Not Scheduled for This Year. Credits: 2*

This course introduces students to a range of contemporary somatic therapy practices and their application to dance technique and performance. The philosophies and methodologies of these therapies will be investigated through a combination of readings, workshops with local practitioners, and experiential exploration. Therapeutic practices include: Mind Body Centering, Yoga, Pilates, Gyrotonics, Alexander Technique, Feldenkrais Technique, and others.

*Applies to requirement(s): Meets No Distribution Requirement**T. Freedman***DANCE-272 Dance and Culture***Not Scheduled for This Year. Credits: 2*

How does dance articulate national, cultural, and social identity? How can it inscribe history and place? This course examines dance through the lens of culture and culture through dance. Students will be immersed in the methods, theories, and practice of researching dance in distinct cultural contexts. No dance experience necessary but we will take an embodied approach to our research.

*Applies to requirement(s): Humanities; Multicultural Perspectives**D. Chapman***DANCE-287 Rhythmic Analysis***Not Scheduled for This Year. Credits: 2*

The study of music from a dancer's perspective. Topics include musical notation, construction of rhythm, elements of composition (visual aspects of music and movement), communication between dancer and musician, and music listening.

*Applies to requirement(s): Humanities**P. Jones***DANCE-295 Independent Study***Fall and Spring. Credits: 1 - 4*

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

*The department**Instructor permission required.***DANCE-305 Dance Repertory****DANCE-305CR Dance Repertory: 'Contemporary Repertory'***Fall. Credits: 2*

This course is designed for intermediate and advanced dancers interested in performing. The work developed will be performed in the Five College Faculty Dance Concert.

*R. Flachs**Instructor permission required.**Advisory: Five College Faculty audition Fall 2018**Notes: Repeatable for credit.***DANCE-305HP Dance Repertory: 'Hip Hop Repertory'***Fall. Credits: 2*

This course is designed for intermediate and advanced hip hop dancers interested in performing a premiere hip hop work for the Fall Faculty Dance Concert.

*S. Johnson**Instructor permission required.**Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.**Notes: Repeatable for credit. Course meeting times will be determined following the audition.***DANCE-305RB Dance Repertory: 'Ballet Repertory'***Fall. Credits: 2*

This course is designed for intermediate and advanced dance students interested in performing. The work developed will be performed in the Fall Faculty Concert.

*C. Flachs, R. Flachs**Instructor permission required.**Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.**Notes: Repeatable for credit.***DANCE-305RM Dance Repertory: 'Modern Repertory'***Fall. Credits: 2*

This course is designed for intermediate and advanced dancers interested in performing. The work developed will be performed in the Fall Faculty Concert.

*B. Diewald**Advisory: Students must attend the Five College Dance Department Audition at the beginning of the fall semester for permission to register for this course.**Notes: Repeatable for credit.*

**DANCE-309 Dance Repertory: Ballet Variations****DANCE-309BV Classical Ballet Variations***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Humanities**R. Flachs***DANCE-377 Advanced Studies****DANCE-377MB Advanced Studies: 'Mobilizing Belonging: Race, Gender and Sexuality in Caribbean Performance'***Not Scheduled for This Year. Credits: 4*

How can we engage performance as a site to study creative forms of Caribbean resistance and survival? What forms of embodied practice produce, sustain, and promote Caribbean ways of knowing and being? In this upper-level seminar, students will explore a diversity of Caribbean dance and performance practices for the ways in which they mobilize forms of belonging. Paying critical attention to racial, gendered, and sexual formations, we will examine how performance has been leveraged to variously perform and contest the nation, revision power, and engender bodily freedoms. Course reading, writing, research and discussion will be supplemented with movement practice, live performance and guest artists.

*Applies to requirement(s): Humanities; Multicultural Perspectives**D. Chapman**Notes: Repeatable for credit.***DANCE-377NM Advanced Studies: 'New Millennium Choreography'***Not Scheduled for This Year. Credits: 4*

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, the body and corporeal aesthetics. Taking in the vast spectrum of new-age performance, we will ask such questions as: How does non-narrative dance focus on the body as an instrument with unlimited possibilities? How do heterosexuality, homosexuality and androgyny constitute a gender spectrum in new works? How do you evaluate dances from culturally specific traditions?

*Applies to requirement(s): Humanities**C. Hill**Notes: Repeatable for credit.***DANCE-387 Rhythmic Analysis II: Performance***Fall. Credits: 4*

A continuation of Dance 287. The focus now shifts specifically to performance and the notation of complex rhythmic structures. Working as an ensemble, the class will create a music/dance suite, using body music, movement, vocal work, and music visualization as our inspiration. Emphasis will be placed on odd and mixed meters and rhythmical accuracy. Students will contribute both movement and musical material. Class time will be run like a professional rehearsal. Outside work will focus on musical research, choreography, and music notation. This suite will be performed at Blanchard Campus Center at a date to be determined.

*Applies to requirement(s): Humanities**P. Jones**Prereq: DANCE-287.***DANCE-390 Senior Capstone Seminar***Fall and Spring. Credits: 2*

Each dance major will be expected to be involved in a senior project during their final year of study. One should sign up for Dance 390, Senior Seminar for both fall and spring semesters. Senior projects can vary, from choreographic or performance work to research topics.

*Applies to requirement(s): Meets No Distribution Requirement**B. Diewald, R. Flachs**Restrictions: This course is limited to seniors.**Notes: Repeatable for credit.***DANCE-395 Independent Study***Fall and Spring. Credits: 1 - 8*

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

*The department**Instructor permission required.***Performance Studies****DANCE-113 Beginning Modern***Fall. Credits: 2*

An introduction to the basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required.

*N. Carrera**Notes: Repeatable for credit.***DANCE-114 Advanced Beginning Modern***Not Scheduled for This Year. Credits: 2*

This course introduces aligned and efficient dancing through the study of contemporary modern dance technique and principles. Students will build capacity for physical endurance and active presence as well as a deepening awareness of rhythm and anatomy. Each class will begin with a warm up, continue with exercises that move across the room, and build to longer combinations.

*B. Diewald**Notes: Repeatable for credit.*

**DANCE-119 Contact Improvisation***Fall. Credits: 2*

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

*F. Wolfzahn**Notes: Repeatable for credit.***DANCE-120 Beginning Ballet***Fall. Credits: 2*

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

*M. Madden**Notes: Repeatable for credit.***DANCE-121 Advanced Beginning Ballet***Spring. Credits: 2*

A continuation of the knowledge gained in Ballet I. The course 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.

*R. Flachs**Notes: Repeatable for credit.***DANCE-127 Renaissance and Baroque Dance I***Fall. Credits: 1*

Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: MUSIC-147D**N. Monahin, M. Pash**Notes: Repeatable for credit.***DANCE-128 Renaissance and Baroque Dance II***Spring. Credits: 1*

Continuation of Renaissance and Baroque Dance I. Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: MUSIC-147F**N. Monahin, M. Pash**Prereq: DANCE-127 or MUSIC-147D.***DANCE-132 Introduction to Hip Hop***Fall and Spring. Credits: 2*

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. Each class will start with a warm-up focusing on hip-hop fundamentals and conclude with a short combination fusing these diverse styles together. In addition, students will learn the history of hip-hop-Rs four elements: breaking, MCing, DJing, and graffiti.

*S. Johnson**Notes: Repeatable for credit.***DANCE-141 West African Drumming for Dance***Spring. Credits: 1*

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

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

*Notes: Repeatable for credit. No PE units. Drums will be provided by the instructor. Drummers are encouraged to play for the DANCE-142 class following this class, if they are they are not also enrolled in it.*

**DANCE-142 West African Dance***Fall and Spring. Credits: 2*

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.

*M. Sylla**Notes: Repeatable for credit.***DANCE-143 Classical Indian Dance***Not Scheduled for This Year. Credits: 2*

This course introduces the fundamentals of movement used in dance and character expressions in the Indian classical and theatrical dance tradition. By employing body movements, hand gestures, props together with masks, the course explores exchanging identity and taking on the persona of "Gods, Demons and Others" in masked creations of expressive and rhythmic sequences. Students learn the basic patterns of formal and folk dance movements including gestural expression in mimetic interpretations through poetry, music compositions and rhythmic structures.

*R. Devi**Notes: Repeatable for credit.***DANCE-144 Tango***Fall. Credits: 2*

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.

*D. Trenner**Notes: Repeatable for credit.*

**DANCE-148 Middle Eastern Dance***Fall. Credits: 1*

The Middle East is a region full of diverse, beautiful, and nuanced styles of dance. Among these is bellydance, or Raqs Sharqi, derived from a wide variety of folkloric influences, and known primarily for hip and torso isolations and fast-paced shimmies. This class focuses predominantly on the American style (which primarily combines Turkish, Lebanese, and Egyptian styles with some elements of Western stylization) and modern Egyptian style methods of movement. Students will become familiar with famous classic Middle Eastern songs, modern pop music, and some of the basic Arabic rhythms crucial to the dance form. The class will begin with the fundamental movements of Raqs Sharqi taught through muscular breakdowns and attention to proper style-specific form. Students will also be required to read assigned articles to engage with concepts of defining dance, debates about appropriation, and historical aspects of the dance form. They will write three brief responses that reflect upon this information.

*C. Rajala***DANCE-153 Introduction to Percussive Dance***Not Scheduled for This Year. Credits: 2*

Explore the joy of making music with your feet! This course will give you a foundation in the technique and style of four diverse percussive dance traditions: Appalachian clogging, rhythm tap, Cape Breton step dancing, and body percussion. The class is designed for beginners, and the steps will be broken down into clear, approachable elements. Community, rhythm, playfulness, and musicality will be emphasized. Tap shoes recommended.

*E. Grace***DANCE-212 Intermediate Modern: Partnering Technique***Not Scheduled for This Year. Credits: 2*

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

*Applies to requirement(s): Meets No Distribution Requirement**The department**Advisory: Designed for students with some prior dance experience.***DANCE-216 Intermediate Modern****DANCE-216MA Intermediate Modern 2x/week***Fall and Spring. Credits: 2*

This course is a continued practice of modern dance. Physically, the emphasis is on aligned, articulate and efficient dancing through modern dance technique and principles. Students will build capacity for physical endurance and active presence as well as a deepening awareness of the body's potential. Course work will include improvisation, moving into and out of the floor, shifting the centers of gravity, and finding agility and clarity in movement and thought.

*J. Bennett, B. Diewald**Notes: Meets with DANCE-318. Repeatable for credit.***DANCE-216MB Intermediate Modern 1x/week***Not Scheduled for This Year. Credits: 2*

Intermediate and Advanced study in modern technique focuses on body level issues of strength, support, alignment, articulation, initiation and performance issues of rhythmic and spatial clarity, intention, embodiment, intricate coordination's and expanding personal vocabularies. Repertory is studied for the last hour of class.

*C. Fermin**Notes: Repeatable for credit. Meets with DANCE-318-02.***DANCE-217 Site-Specific Intermediate/Advanced Modern Improvisation***Fall. Credits: 2*

This course will focus on the development of site-specific improvisational dance skills. Beginning in outdoor environments, and moving indoors when the weather gets colder. Students will perform solo, duet and group improvisations inspired by nature, architecture and public spaces. Students will then collaboratively build movement choreographies using compositional methods that draw from the improvisations. There will be repeated opportunities to perform with and for each other.

*T. Vandale**Notes: Repeatable for credit.***DANCE-222 Intermediate Ballet***Fall. Credits: 2*

This course is designed for the intermediate-level dancer. It will include a logical and efficient development of exercises culminating with varied allegro combinations. The class will provide the student the opportunity to acquire endurance and learn artistic expression. The importance of musicality within the technique will be a fundamental aspect of the class.

*C. Flachs, R. Flachs**Notes: Repeatable for credit.***DANCE-223 Intermediate Ballet***Spring. Credits: 2*

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.

*C. Flachs, R. Flachs, S. Seder**Notes: Repeatable for credit.***DANCE-227 Ballet IV: Pointe***Fall. Credits: 1*

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.

*M. Madden**Advisory: Intermediate pointe technique level required**Notes: Repeatable for credit.***DANCE-228 Ballet IV: Pointe***Not Scheduled for This Year. Credits: 2*

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.

*M. Wiss**Advisory: Intermediate pointe technique level required**Notes: Repeatable for credit.*



**DANCE-232 Intermediate Hip Hop***Fall and Spring. Credits: 2*

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.

*S. Johnson**Notes: Repeatable for credit.***DANCE-237 Intermediate Tap***Not Scheduled for This Year. Credits: 2*

Tap II expands the movement vocabulary and technical skills of the beginner. Students increase rhythmic accuracy, coordination, and speed by practicing tap rudiments and double-time patterns. The class also includes satisfying time steps and breaks, traveling combinations, and some creative improvisation to deepen the dancer's connection to music. Students will learn at least one complete dance from the traditional tap dance repertory. Video/youtube performances by tap masters, past and present will be shown in class or assigned for out-of-class viewing.

*S. Arslanian**Notes: Repeatable for credit.***DANCE-238 Intermediate Level Musical Theater Jazz & Tap***Fall. Credits: 2*

This class is for the intermediate to advanced-level dance student. It is designed to challenge and further develop jazz & tap technique and performance quality, while also teaching students about individual styles of well-known musical theater choreographers. Students will need flat dance shoes, character shoes and tap shoes, and at least an intermediate level of dance technique. Some prior tap experience is a must. 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.

*D. Vega**Advisory: intermediate-level dance ability**Notes: Repeatable for credit.***DANCE-318 Advanced Modern***Fall and Spring. Credits: 2*

Intermediate and Advanced study in modern technique focuses on body level issues of strength, support, alignment, articulation, and initiation; and performance issues of rhythmic clarity, spatial clarity, intention, embodiment, intricate coordinations, and expanding personal vocabularies. Students will build capacity for physical endurance and active presence as well as a deepening awareness of the body's potential.

*B. Diewald**Advisory: Students must pass the Advanced Placement Audition to take this course.**Notes: Meets with DANCE-216MA. Repeatable for credit.***DANCE-324 Advanced Ballet***Not Scheduled for This Year. Credits: 2*

This course is the study of advanced classical ballet technique. The class focuses on the artistry and musicality of movement incorporating turns, adagio, allegro, batterie, and grand allegro.

*M. Wiss**Advisory: advanced placement**Notes: Repeatable for credit.***DANCE-325 Advanced Ballet***Fall. Credits: 2*

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.

*C. Flachs, R. Flachs**Advisory: Advanced placement**Notes: Repeatable for credit.*

## Data Science

### Overview and Contact Information

Data Science is an emerging discipline that integrates computational, programming, and statistical skills in applications across a range of fields. This discipline uses different types of data to create an accessible narrative and helps pose new questions, identify patterns, visualize trends, and make predictions using new techniques. Data scientists have the potential to offer novel insights, expand our ability to ask questions that push the limits of our understanding, and harness the creativity, critical thinking, and communication skills that form the core of a liberal arts education. The vast quantities of data created by modern life make Data Science possible but also drive the need for an approach to the discipline that takes privacy and other ethical considerations seriously.

### See Also

- Computer Science (p. 110)
- Statistics (p. 353)

### Contact Information

**Eleanor Townsley, Nexus director****Amber Douglas, track chair****Martha Hoopes, track chair**

217G Dwight Hall

413-538-3010

<https://www.mtholyoke.edu/acad/nexus/data-science>

## Faculty

**This area of study is administered by the Data Science committee:**

Valerie Barr, Jean E. Sammet Professor of Computer Science

Andrea Foulkes, Professor of Mathematics and Statistics

Janice Gifford, Professor of Statistics

Martha Hoopes, Professor of Biological Sciences

Jessica Sidman, Professor of Mathematics on the John Stewart Kennedy Foundation

Eleanor Townsley, Andrew W. Mellon Professor of Sociology and Director of Nexus

Mara Breen, Associate Professor of Psychology and Education, Teaching Fall Only

KC Haydon, Associate Professor of Psychology and Education

Barbara Lerner, Associate Professor of Computer Science, Teaching Spring Only

Andy Reiter, Associate Professor of Politics and International Relations, Teaching Spring Only

Katherine Schmeiser, Associate Professor of Economics

Steven Schmeiser, Associate Professor of Economics

Dylan Shepardson, Associate Professor of Mathematics, On Leave 2018-2019

Kate Singer, Associate Professor of English

Heather Pon-Barry, Clare Boothe Luce Assistant Professor of Computer Science

Timothy Malacarne, Visiting Assistant Professor of Data Science

Daniel Sheldon, Five College Assistant Professor of Computer Science

Eitan Mendelowitz, Visiting Assistant Professor of Data Science

Samuel Tuttle, Visiting Assistant Professor of Data Science

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
<b>Four 4-credit courses, of which:</b>		16
one must be in statistics at the 200 level or higher, from the list of courses approved for this Nexus		
one must be in computer science at the 200 level or higher, from the list of courses approved for this Nexus		
one must be in an application area (e.g., biology, economics, English, psychology, sociology) at the 200 level or higher, from the list of courses approved for this Nexus		
one is an elective course that demonstrates an interest in data science and that may be taken at the 100 level and must be taken before the internship		
Note: at least one of these four courses must be an approved 300-level capstone course that goes into depth in statistics, computer science, or a data science application area. Appropriate courses include: COMSC-335, ECON-320, SOCI-316NT, STAT-340 or STAT-344 <sup>2</sup>		
Completion of the UAF application stages 1 and 2 <sup>1</sup>		
A substantive internship		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
Total Credits		18

<sup>1</sup> Or a fifth class with approval of the track chair

<sup>2</sup> Other capstone courses would require prior approval from the Nexus committee

## Additional Specifications

- In one of the four courses for this Nexus, students must work intimately with data to explore, visualize, contextualize, and present conclusions.

- The sequence of a Nexus is part of what makes it unique. Students must complete at least one of their four courses towards the Nexus and UAF application stages 1 and 2 before the internship or research project. COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

## Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>Astronomy</b>		
ASTR-226	Cosmology	4
ASTR-228	Astrophysics I: Stars and Galaxies	4
<b>Biological Sciences</b>		
BIOL-223	Ecology	4
BIOL-321SC	Conference Course: 'Landscape Ecology'	4
<b>Computer Science</b>		
COMSC-100	An Introduction to Computer Science	4
COMSC-103	Networks	4
COMSC-106	Fundamentals of Applied Computing	4
COMSC-151DS	Introduction to Computational Problem Solving: 'Data Science'	4
COMSC-201	Advanced Problem-Solving and Elementary Data Structures	4
COMSC-205	Data Structures	4
COMSC-211	Advanced Data Structures	4
COMSC-243EM	Topic: 'Embodied Interaction'	4
COMSC-311	Theory of Computation	4
COMSC-312	Algorithms	4
COMSC-334	Artificial Intelligence	4
COMSC-335	Machine Learning	4
COMSC-336	Intelligent Information Retrieval	4
COMSC-341NL	Topics: 'Natural Language Processing'	4
COMSC-341SP	Topics: 'Computer Security & Privacy'	4
COMSC-343	Programming Language Design and Implementation	4
<b>Economics</b>		
ECON-220	Introduction to Econometrics	4
ECON-320	Econometrics	4
<b>Environmental Studies</b>		
ENVST-200	Environmental Science	4
<b>Geography</b>		
GEOG-205	Mapping and Spatial Analysis	4
GEOG-210	GIS for the Social Sciences and Humanities	4
GEOG-320	Research with Geospatial Technologies	4
GEOG-342SC	Seminar in Geography: 'Landscape Ecology'	4
<b>Geology</b>		
GEOL-131	Introduction to Hydrology: A Data Perspective	4
GEOL-247	Environmental Modeling & Statistics	4
GEOL-342SC	Seminar in Geology: 'Landscape Ecology'	4
<b>International Relations</b>		
IR-200	Research Methods	4

<b>Mathematics</b>		
MATH-211	Linear Algebra	4
MATH-301	Real Analysis	4
MATH-342	Probability	4
<b>Psychology</b>		
PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
PSYCH-310AP	Laboratory in Social Psychology: 'Community-Based Participatory Action Research'	4
PSYCH-326BH	Laboratory in Personality and Abnormal Psychology: 'Behavioral Methods for Social and Intergroup Psychology'	4
PSYCH-330RD	Lab in Developmental Psychology: 'Laboratory in Romantic Development: Observational Coding Methodology'	4
<b>Sociology</b>		
SOCI-225	Social Science Research and Data Analysis	4
SOCI-316NT	Special Topics in Sociology: 'Social Network Analysis: Analyzing Who You Know and How It Matters'	4
<b>Statistics</b>		
STAT-240	Elementary Data Analysis and Experimental Design	4
STAT-241	Methods in Data Science	4
STAT-242	Intermediate Statistics	4
STAT-340	Applied Regression Methods	4
STAT-343	Mathematical Statistics	4
STAT-344SM	Seminar in Statistics and Scientific Research: 'Survey Sampling'	4

## Development Studies

### Overview and Contact Information

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.

For the Development Studies Nexus, students devise their own plan in consultation with the track chair and must seek advance approval from the chair.

### See Also

- Environmental Studies (p. 169)
- Sustainability Studies (p. 355)

### Contact Information

**Eleanor Townsley, Nexus director**  
**Catherine Corson, track chair**  
**Holly Hanson, track chair**

217G Dwight Hall  
 413-538-3010

[https://www.mtholyoke.edu/acad/nexus/sustainable\\_development](https://www.mtholyoke.edu/acad/nexus/sustainable_development)

## Faculty

**This area of study is administered by the following Nexus track chairs:**

Holly Hanson, Professor of History

Catherine Corson, Miller Worley Associate Professor of Environmental Studies; Leslie and Sarah Miller Director of the Center for the Environment

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
Three courses above the 100 level chosen from the list of courses approved for this Nexus		12
One approved 300-level course from the list of courses approved for this Nexus		4
Completion of the UAF application stages 1 and 2 <sup>1</sup>		
A substantive internship		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
Total Credits		18

<sup>1</sup> Or a fifth class with approval of the track chair

### Additional Specifications

- Each student will choose a set of courses that relate to her particular interests in the field of development. The approved courses are focused on development related issues, but other courses could also count for the Nexus. Interested students should consult with Professor Hanson
- The sequence of a Nexus is part of what makes it unique. UAF application stages 1 and 2 must be completed before the internship or research project. COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

## Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>Africana Studies</b>		
AFCNA-243	Rural Prosperity in the African Past	4
AFCNA-341EC	Topics in Africana Studies: 'African Informal Economy in Global Development'	4
<b>Anthropology</b>		
ANTHR-216HR	Special Topics in Anthropology: 'Anthropology and Human Rights: Between Devil's Advocate and Rights Advocacy'	4
ANTHR-245	Global Health and Humanitarianism	4
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2

**Critical Social Thought**

CST-256	Rethinking (Under)Development in Latin America	4
<b>Economics</b>		
ECON-213	Economic Development: A Survey	4
ECON-314	Economic Development in the Age of Contested Globalization	4
<b>Environmental Studies</b>		
ENVST-210	Political Ecology	4
ENVST-242	Global-Local Inequality and the Environment	4
ENVST-315	Research, Ethics and Policy in Environmental Studies	4
ENVST-337	Interdisciplinary Perspectives on Environment and Development	4
ENVST-341	Science and Power in Environmental Governance	4
<b>Geography</b>		
GEOG-105	World Regional Geography	4
GEOG-204	Human Dimensions of Environmental Change	4
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	4
GEOG-217	The African Environments	4
GEOG-313	Third World Development	4
GEOG-319	Africa: Problems and Prospects	4
GEOG-325	Conflict and Displacement in Africa	4
<b>History</b>		
HIST-206	African Cities: Development Dreams and Nightmares in the Twentieth Century	4
HIST-214	History of Global Inequality	4
HIST-243	Rural Prosperity in the African Past	4
HIST-301FH	Colloquium: 'Food and Hunger in the Modern World'	4
HIST-301SC	Colloquium: 'Popular Education and Social Change in the Americas'	4
HIST-341PW	Topics in African History: 'Power and Exchange in the African Past'	4
HIST-357	History of British Capitalism	4
HIST-389	Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat	4
<b>Politics</b>		
POLIT-373	The Politics of Transformation in China and India	4
<b>Sociology</b>		
SOCI-240	Collective Behavior and Social Movements	4

## East Asian Studies

### Overview and Contact Information

One of four interdisciplinary majors within the Asian Studies program, East Asian studies allows students to specialize in the history, languages, cultures, and politics of East Asia. Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of Asia.

Language study is the core component of the major. We offer four levels of instruction in Chinese, two in Japanese, and two in Korean. 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, Peking University (summer), and University of Hong Kong; 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.

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

Minors in Chinese and Japanese are available; see their own sections of the catalog.

### See Also

- Asian Studies (p. 75)
- Chinese (p. 103)
- Japanese (p. 242)

### Contact Information

**Ying Wang, Chair**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

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

### Faculty

**This area of study is administered by the Asian Studies Committee:**

Satyananda Gabriel, Professor of Economics

Rie Hachiyanagi, Professor of Art

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics, Teaching Spring Only

Kavita Khory, Ruth Lawson Professor of Politics, Teaching Fall Only

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology

Ajay Sinha, Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Calvin Chen, Associate Professor of Politics

Amina Steinfels, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Assistant Professor of History



Lisha Xu, Senior Lecturer in Asian Studies

Lei Yan, Senior Lecturer in Chinese

Heba Arafah, Five College Lecturer in Arabic

Kyae-Sung Park, Five College Lecturer in Korean

Richard Chu, Five College Associate Professor of History

Mohamed Hassan, Five College Senior Lecturer in Arabic

May George, Five College Lecturer in Middle East Studies

Nahla Khalil, Five College Lecturer in Arabic

Suk Massey, Five College Lecturer in Korean

Chan Young Park, Five College Lecturer in Korean

John Weinert, Five College Lecturer in Arabic

Chihiro Hanami, Visiting Instructor in Japanese

Alice Kao, Visiting Lecturer in Asian Studies

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
Four courses (16 credits) in, equivalent to two years of college-level study of, an East Asian language: Chinese, Japanese, or Korean <sup>1</sup>		16
HIST-137	Modern East Asia, 1600-2000	4
or POLIT-228	East Asian Politics	
At least three non-language courses (12 credits) on East Asia, including at least one from each of the following two groups:		12
Group One: Humanities (literature, art, history, philosophy, and religion and interdisciplinary courses in these areas) <sup>2,3</sup>		
Group Two: Social Sciences (anthropology, economics, geography, international relations, linguistics, politics, and sociology interdisciplinary courses in these areas)		
Two additional courses (8 credits) to complete the major		8
At least three of the courses above must be 300-level. One of these three 300-level courses must be a non-language course. <sup>4</sup>		
Total Credits		40

<sup>1</sup> 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.

<sup>2</sup> Language courses are not included in this group

<sup>3</sup> In order to count toward the major, Studio Art or performance courses must be supplemented with analytical written work

<sup>4</sup> Any 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.

## Additional Specifications

- 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.

- Students who declare an East Asian studies major automatically fulfill the College's "outside the major" requirement.

## Related Courses Counting toward the East Asian Studies Major

Most East Asian studies courses at Mount Holyoke are listed below, but students should also consult the catalog entries or websites of other departments, including art history, history, international relations, politics, and religion. East Asian Studies majors should also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College Class Schedule (<https://www.fivecolleges.edu/academics/courses>) or individual college websites).

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

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-204	Anthropology of Modern Japan	4
<b>Art History</b>		
ARTH-261	Arts of China	4
ARTH-262	Arts of Japan	4
<b>Art Studio</b>		
ARTST-269	Japanese Papermaking and Aesthetics	4
<b>Asian Studies</b>		
ASIAN-110	First Year Chinese I	6
ASIAN-111	First Year Chinese II	6
ASIAN-120	First Year Japanese I	6
ASIAN-121	First Year Japanese II	6
ASIAN-160	First Year Korean I	4
ASIAN-161	First Year Korean II	4
ASIAN-212	Second Year Chinese I	6
ASIAN-213	Second Year Chinese II	6
ASIAN-215	Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater	4
ASIAN-222	Second Year Japanese I	6
ASIAN-223	Second Year Japanese II	6
ASIAN-229	Analyzing Japanese: Intro to Linguistics	4
ASIAN-247	Chinese Women Writers in the 20th and 21st Centuries	4
ASIAN-248	Contemporary Chinese Fiction: From 1949 to the Present	4
ASIAN-262	Second Year Korean I	4
ASIAN-263	Second Year Korean II	4
ASIAN-310	Third Year Chinese I	4
ASIAN-311	Third Year Chinese II	4
ASIAN-312	Newspaper Reading and Journalistic Practice in China	4
ASIAN-314	Learning Chinese Through Film	4
ASIAN-315	Business Culture and Communication in China	4
ASIAN-316	Introduction to Translation Between Chinese and English	4
ASIAN-317	Media and Translation	4
ASIAN-324	Third Year Japanese I	4

ASIAN-326	Third Year Japanese II	4
ASIAN-340	Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>	4
<b>Critical Social Thought</b>		
CST-249FD	Topics in Critical Social Thought: 'Eating Asian America: Thinking through Food in Literature and Culture'	4
CST-349AX	Advanced Topics: 'Making Waves: Gender and Sexuality in Asian America'	4
<b>Gender Studies</b>		
GNDST-204CW	Women and Gender in the Study of Culture: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4
GNDST-206CG	Women and Gender in History: 'Women and Gender in China'	4
GNDST-333AX	Advanced Topics: 'Making Waves: Gender and Sexuality in Asian America'	4
GNDST-333HH	Advanced Seminar: 'Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i> '	4
<b>History</b>		
HIST-137	Modern East Asia, 1600-2000	4
HIST-224	The Busy Silk Roads: Cultural Exchange in Pre-modern Eurasia	4
HIST-239MC	Topics in Asian History: 'Borderlands and Ethnicity in Modern China'	4
HIST-239ME	Topics in Asian History: 'Cities in Modern East Asia'	4
HIST-296CG	Women in History: 'Women and Gender in China'	4
HIST-332	Environmental History of China	4
<b>Philosophy</b>		
PHIL-212	Philosophical Foundations of Chinese Thought: The Ancient Period	4
<b>Politics</b>		
POLIT-208	Chinese Politics	4
POLIT-228	East Asian Politics	4
POLIT-359	Democratization and Civil Society in East Asia	4
POLIT-373	The Politics of Transformation in China and India	4
<b>Religion</b>		
RELIG-163	Introduction to Buddhism	4
RELIG-241	Women and Buddhism	4
<b>Russian &amp; Eurasian Studies</b>		
RES-312	Silk Roads: Ancient and Modern Highways Across the Eurasian Continent	4
<b>Theatre Arts</b>		
THEAT-234CW	Topics in Theatre Studies: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4

## Economics

### Overview and Contact Information

An economics student will acquire the necessary analytical tools to understand contemporary economic issues and to take reasoned positions in debates about economic and social policy. She will be in a position to apply these tools in a multitude of areas in

her future career. Many of the world's most pressing problems—discrimination, environmental destruction, inequality, inflation, poverty, underdevelopment, unemployment—are economic in nature. Economics is concerned with the study of the causes and the possible solutions to these and other economic and social problems. Macroeconomics deals with the economy as a whole, with the forces behind economic growth, the problems occurring in the growth process (such as business cycles, inflation, and unemployment), and government policies to address these problems. Microeconomics focuses on the efficient allocation of resources among alternative uses and addresses such questions as how individuals, firms, and societies decide what to produce, how to produce, and how to distribute the output. Economists study these important issues by combining theoretical models and data analysis. The great human interest of the subject, together with the rigor of its analysis, gives the study of economics its stimulating quality.

### Contact Information

**James Hartley, Chair**

**Dawn Larder, Academic Department Coordinator**

115 Skinner Hall

413-538-2432

<https://www.mtholyoke.edu/acad/economics>

## Faculty

**This area of study is administered by the Department of Economics:**

Satyananda Gabriel, Professor of Economics

James Hartley, Professor of Economics

Eva Paus, Professor of Economics

Michael Robinson, Professor of Economics

Sarah Adelman, Associate Professor of Economics

Katherine Schmeiser, Associate Professor of Economics

Steven Schmeiser, Associate Professor of Economics

Lucas Wilson, Associate Professor of Africana Studies and Economics

Theodore Gilliland, Assistant Professor of Economics

M. Gretchen Lay, Assistant Professor of Economics

Johannes Norling, Assistant Professor of Economics

Rick Feldman, Lecturer in Entrepreneurship, Organizations and Society; Entrepreneurship Coordinator

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
<b>Economics Core Courses:</b>		
ECON-211	Macroeconomic Theory	4
ECON-212	Microeconomic Theory	4
ECON-220	Introduction to Econometrics	4
or ECON-320	Econometrics	
<b>Economics Electives:</b>		
Three 300-level courses (two of these must be taken at Mount Holyoke)		12

8 additional credits at either the 200 or 300 level	8
Total Credits	32

## Additional Specifications

- Students typically begin their study of economics with Introductory Economics (ECON-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.
- 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 corporate governance, economic development, economic history, economics of corporate finance, environmental economics, health economics, industrial organization, international economics, macroeconomic advanced game theory, Marxian economic theory, and public finance.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
12 credits at the 200 level or above		12
4 credits at the 300 level		4
Total Credits		16

## Additional Specifications

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

## Course Advice

### Introductory Courses

Students may begin the study of economics with Introductory Economics (ECON-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.

## Course Offerings

### 100-Level Courses

#### ECON-110 Introductory Economics

*Fall and Spring. Credits: 4*

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

*Applies to requirement(s): Social Sciences*

*J. Hartley, J. Norling, M. Robinson, L. Wilson*

#### ECON-165 International and Development Economics

*Spring. Credits: 4*

In this course we analyze the determinants and patterns of economic flows between countries (trade in goods and services, capital flows, foreign direct investment, labor) and their impact on economic growth, inequality and poverty in today's industrialized countries and developing countries. We study the theories behind different development strategies and their outcomes for structural transformation and well-being in the developing world.

*Applies to requirement(s): Social Sciences*

*E. Paus*

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

*Prereq: ECON-110.*

*Notes: This course has been pre-approved by the International Relations department to count in place of ECON-213 or ECON-218 towards the International Relations major requirements.*

### 200-Level Courses

#### ECON-201 Game Theory

*Not Scheduled for This Year. Credits: 4*

The course will illustrate and analyze the strategies used in making interrelated decisions. Concepts from game theory will be developed using examples and cases drawn from economics, business, politics, and even sports. Applications will include the Prisoner's Dilemma and related games, signaling, bargaining, voting and power, brinkmanship, and nuclear deterrence.

*Applies to requirement(s): Social Sciences*

*M. Robinson*

*Prereq: Not open to first-year students in their first semester.*

#### ECON-207 Special Topics

This 200-level course investigates a particular topic in economics at some depth without presupposing prior knowledge of economics. Many students may find one or more of these courses useful complements to majors and minors other than economics.

#### ECON-207BF Special Topics: 'Behavioral Economics and Finance'

*Fall. Credits: 4*

Empirical research has located serious flaws in the concept of rational economic decision making and efficient markets. The evidence indicates that actual decision makers and markets deviate from expected rational outcomes frequently enough to require rethinking of the way decision makers think and markets behave, including unexpected market crashes and sustained market bubbles. This course is designed to examine new theoretical work that seeks to provide more accurate predictions of market behavior, improved assessments of underlying risk to portfolio holders, and better estimates of the underlying value of securities.

*Applies to requirement(s): Social Sciences*

*S. Gabriel*

*Prereq: Not open to first-year students in their first semester.*

**ECON-207FM Special Topics: 'Economics in Popular Film'***Not Scheduled for This Year. Credits: 4*

An introduction to political economy using a wide range of popular films as the object of analysis. Films are analyzed as representations of real world social relationships, including market behavior. The goal of the course is for students to learn the basic concepts and logic deployed in economic theories, orthodox and heterodox, and the language of contemporary social scientific debates over income distribution, agency, class, market efficiency, externalities, economic incentives, and equity. See [http://www.mtholyoke.edu/courses/sgabriel/filmcourse\\_2016.html](http://www.mtholyoke.edu/courses/sgabriel/filmcourse_2016.html)

*Applies to requirement(s): Social Sciences**S. Gabriel**Prereq: Not open to first-year students in their first semester.***ECON-210 Marxian Economic Theory***Fall. Credits: 4*

Introduction to the Marxian theory of capitalism, as presented in the three volumes of *Capital*. Marxian theory is applied to analyze the causes of contemporary economic problems, such as unemployment and inflation, and the effectiveness of government policies to solve these problems. Comparisons made between Marxian theory and mainstream macro- and microeconomics.

*Applies to requirement(s): Social Sciences**L. Wilson**Prereq: Not open to first-year students in their first semester.***ECON-211 Macroeconomic Theory***Fall and Spring. Credits: 4*

Intermediate macroeconomic theory. Analysis of causes of long-run economic growth and short-run business cycles. Study of different macroeconomic models, consumption, investment, government spending, net exports, money supply, and money demand. Examination of fiscal and monetary policy and U.S. economic relations with the rest of the world.

*Applies to requirement(s): Social Sciences**J. Hartley, M. Lay**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ECON-110 and MATH-101.*

*Advisory: 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.*

**ECON-212 Microeconomic Theory***Fall and Spring. Credits: 4*

Microeconomic theory explores the foundations of consumer and firm theory as well as their theoretical applications. We examine the assumptions of models, market structures, and explore topics such as game theory and public goods.

*Applies to requirement(s): Social Sciences**J. Hartley, K. Schmeiser**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ECON-110 and MATH-101.*

*Advisory: 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.*

**ECON-213 Economic Development: A Survey***Fall and Spring. Credits: 4*

A study of micro-economic development topics related to how households in lower-income countries consume and produce food. Topics include the causes and consequences of hunger and malnutrition, the agricultural household model, household-level food production and demand, intra-household allocation and bargaining, human and social capital investments and their impacts on food production and consumption, land rights and land use, child labor, and risk, credit and insurance markets used by agricultural households.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**S. Adelman, S. Gabriel**Prereq: ECON-110.***ECON-215 Economics of Corporate Finance***Spring. Credits: 4*

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 <https://www.mtholyoke.edu/courses/sgabriel/215.html> for a more detailed description.

*Applies to requirement(s): Social Sciences**S. Schmeiser**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ECON-110.***ECON-218 International Economics***Not Scheduled for This Year. Credits: 4*

The first part of the semester investigates reasons why nations trade and factors that determine trade patterns, focusing on examples of agricultural and food trade. Using the basic tools of microeconomics, it considers the welfare and distributional impacts of free trade among countries. Further topics include barriers to trade, reasons for limiting trade, international food and agricultural policy, and current trade policy issues. The second part introduces the students to basic models in international finance and studies applications of current policy issues such as fixed exchange rates and the Euro.

*Applies to requirement(s): Social Sciences**The department**Prereq: ECON-110.***ECON-219 Environmental Economics***Fall. Credits: 4*

In this class, we will use the lens of economic analysis to examine how environmental problems arise and what can be done to resolve them. This will include an assessment of relevant environmental policies (e.g., carbon tax & cap-and-trade programs), how these policies function, and what impacts they have on people and the economy. Topics include market failures and externalities, pollution, climate change, management of renewable and nonrenewable resources, sustainability, biodiversity, and others.

*Applies to requirement(s): Social Sciences**T. Gilliland**Prereq: ECON-110.*



**ECON-220 Introduction to Econometrics***Fall and Spring. Credits: 4*

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

*Applies to requirement(s): Meets No Distribution Requirement**S. Adelman, T. Gilliland**Prereq: ECON-110 and MATH-101. Coreq: ECON-220L.**Notes: Students must select a lab with the same instructor as the lecture.***ECON-236 Economic History***Fall. Credits: 4*

This course provides an overview of important themes in the economic history of the United States and other countries. The goals of this course are to examine reasons for economic growth over time, to use economic analysis to understand history, and to study how history shapes economic institutions today. Topics covered include the Industrial Revolution, slavery, and changes in women's earnings.

*Applies to requirement(s): Social Sciences**J. Norling**Prereq: ECON-110.***ECON-249 Topics in Economics****ECON-249CY Topics in Economics: 'Economics of Cyberspace'***Spring. Credits: 4*

This course explores the impact of the Internet, information technology, and the networked information economy on finance, markets, innovation and invention, intellectual property rights, public finance and taxation, security and cybercrime, media, and social networking. We investigate the implications of the networked information economy for the creation of new economic (and social) relationships. We also examine the continuing struggle over regulation of cyberspace and the definition and enforcement of intellectual property rights.

*Applies to requirement(s): Social Sciences**S. Gabriel**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ECON-110.***ECON-249ED Topics in Economics: 'Economics of Education'***Spring. Credits: 4*

This course is an introduction to the economics of education. We will apply basic economic concepts and empirical methods to the analysis of education. We will examine the U.S. educational system from preschool to higher education both as an industry and from a labor economics perspective. Topics include human capital theory (the relationship of education to earnings and other outcomes); the role of early childhood education; the structure, reform, and financing of elementary and secondary education (public, charter, magnet, and private schools); the market for teachers, teaching training and performance; and the economics of higher education with particular emphasis on liberal arts colleges.

*Applies to requirement(s): Social Sciences**M. Robinson**Prereq: ECON-110.***ECON-249EN Topics in Economics: 'Global Entrepreneurship'***Spring. Credits: 4*

We will explore and discuss the policies, procedures, demands, related data (costs, investment levels, success rates, etc.) and impacts of entrepreneurship and entrepreneurial activity in a variety of countries and at the global level, making use of reports, case studies, data centers and organizations. Expect to explore comparisons such as: who are entrepreneurs? who tends to be successful? which governments, societies and economic systems are most supportive? which are least supportive? what are the varieties of entrepreneurial activity? has entrepreneurial activity had economic and social impacts?

*Applies to requirement(s): Social Sciences**R. Feldman**Prereq: ECON-110.***ECON-270 Accounting***Spring. Credits: 4*

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 algebra is suggested.

*Applies to requirement(s): Meets No Distribution Requirement**S. Schmeiser**Prereq: Not open to first-year students in their first semester.**Advisory: Not open to students who have taken EOS-225.***ECON-280 Non-Profit Business Practice***Not Scheduled for This Year. Credits: 4*

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.

*Applies to requirement(s): Meets No Distribution Requirement**M. Robinson**Prereq: Not open to first-year students in their first semester.***300-Level Seminars****ECON-301 Advanced Game Theory***Fall. Credits: 4*

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

*Applies to requirement(s): Meets No Distribution Requirement**S. Schmeiser**Restrictions: This course is open to juniors and seniors**Prereq: ECON-211 and ECON-212.*

**ECON-304 Labor Economics***Not Scheduled for This Year. Credits: 4*

This course examines modern theories of labor markets and reviews empirical evidence in support or contradiction of those theories. Topics include the supply and demand of labor, human capital theory, household and family behavior, worker mobility, union activities, wage inequality, and gender and racial discrimination. The course will also consider current public policy debates of relevance to labor markets, including minimum wages, welfare reform, educational policy, and free trade agreements.

*Applies to requirement(s): Social Sciences**M. Robinson**Restrictions: This course is open to juniors and seniors**Prereq: ECON-212 and ECON-220.***ECON-307 Seminar in Industrial Organization***Spring. Credits: 4*

Analysis of theoretical models and empirical studies on the economic performance of industries. Approaches studied include transaction cost economics, game theory, and pricing models. Topics include advertising, research and development, and relationships between government and business such as regulation and antitrust laws.

*Applies to requirement(s): Meets No Distribution Requirement**K. Schmeiser**Restrictions: This course is open to juniors and seniors**Prereq: ECON-212.***ECON-308 Current Macroeconomic Policy***Spring. Credits: 4*

Advanced macroeconomic theory. Develops and uses the classical model of a closed economy to explore the roles of fiscal and monetary policy in economic growth and macroeconomic stabilization. Draws upon current empirical macroeconomic research that quantifies impact of macroeconomic policy. Focus is on using mathematical models to explain macroeconomic policy.

*Applies to requirement(s): Social Sciences**M. Lay**Restrictions: This course is open to juniors and seniors**Prereq: ECON-211 and MATH-101.***ECON-310 Seminar in Public Economics***Fall. Credits: 4*

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

*Applies to requirement(s): Social Sciences**M. Lay**Restrictions: This course is open to juniors and seniors**Prereq: ECON-212.***ECON-314 Economic Development in the Age of Contested Globalization***Not Scheduled for This Year. Credits: 4*

Why have only few developing countries closed the income gap with industrialized countries? How does globalization affect the prospects for economic transformation and human well-being? How does the rise of China impact the development prospects for other latecomers? We study and discuss how orthodox and heterodox approaches answer these and other questions, and we assess proposed policies and their appropriateness in different contexts. Students have many opportunities to apply the knowledge acquired in class: in debates, simulations, quantitative and qualitative research, and discussions of authentic cases with embedded practitioners from international organizations and the private sector.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**E. Paus**Restrictions: This course is open to juniors and seniors**Prereq: ECON-213 and either ECON-211 or ECON-218.***ECON-319 Environmental Economics, Ecology and Conservation Policy***Spring. Credits: 4*

Understanding and solving environmental problems requires interdisciplinary perspectives. This course links tools from economics with tools from ecology and environmental sciences to design effective policies for protecting the environment. We will examine topics such as the protection of rare and endangered species, rainforest conservation, climate change and others. We will also study important domestic and international policies related to these topics.

*Applies to requirement(s): Social Sciences**T. Gilliland**Restrictions: This course is open to juniors and seniors**Prereq: ECON-212 or ECON-219.***ECON-320 Econometrics***Spring. Credits: 4*

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

*Applies to requirement(s): Meets No Distribution Requirement**M. Robinson**Restrictions: This course is open to juniors and seniors**Prereq: ECON-211, ECON-212 and ECON-220. Coreq: ECON-320L.***ECON-325 Economics of Health Care and Health Service Organizations***Not Scheduled for This Year. Credits: 4*

Economic aspects of health and health care in developing countries. Topics cover measuring health outcomes for welfare analysis, economic determinants of health and health care demand, the contribution of improved health and nutrition on economic development, and considerations in designing and evaluating health care interventions. Additionally, the course will cover micro-economic topics related to specific public health problems in developing countries.

*Applies to requirement(s): Social Sciences**S. Adelman**Restrictions: This course is open to juniors and seniors**Prereq: ECON-212 and ECON-220.*

**ECON-335 Advanced Corporate Finance***Fall. Credits: 4*

This course allows students who have taken Corporate Finance 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.

*Applies to requirement(s): Social Sciences**S. Gabriel**Restrictions: This course is open to juniors and seniors**Prereq: ECON-215 or ECON-207BF.***ECON-338 Money and Banking***Fall. Credits: 4*

Monetary theory and policy. Overview of financial markets and institutions. Explores the nature of money and the effects of changing money supply on the economy, theories of money demand, the various methods by which monetary policy can be conducted and the advantages and disadvantages of each, methods of banking regulation and the attendant problems that arise, and important episodes in monetary history (e.g., the Great Depression).

*Applies to requirement(s): Social Sciences**J. Hartley**Restrictions: This course is open to juniors and seniors**Prereq: ECON-211.**Advisory: MATH-101 recommended.***ECON-345 Corporate Governance***Fall. Credits: 4*

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

*Applies to requirement(s): Meets No Distribution Requirement**S. Schmeiser**Restrictions: This course is open to juniors and seniors**Prereq: ECON-211 and ECON-212.***ECON-346 Economic Demography***Spring. Credits: 4*

Demography is the scientific study of human populations, primarily with respect to their size, structure, and development. This course studies a variety of demographic topics, including fertility, mortality, migration, poverty, and inequality. The course also develops data analysis techniques that are helpful for conducting demographic research.

*Applies to requirement(s): Social Sciences**J. Norling**Restrictions: This course is open to juniors and seniors**Prereq: ECON-220. Coreq: ECON-346L.***ECON-349 Advanced Topics in Economics****ECON-349DE Advanced Topics in Economics: 'Advanced Economic Development'***Fall. Credits: 4*

This course analyzes microeconomic concerns in less-developed countries, specifically economic behavior for agricultural households facing missing and incomplete markets. Topics include agricultural production and input markets, risk and uncertainty, microfinance, and health and education. This course will focus on developing microeconomic models and analyzing empirical evidence.

*Applies to requirement(s): Social Sciences**S. Adelman**Restrictions: This course is open to juniors and seniors**Prereq: ECON-212 and ECON-220.***Independent Research**

We strongly encourage students to pursue independent research under ECON-295 or ECON-395. These courses, which are offered for a variable number of credits, provide opportunities for many different kinds of independent projects. Both ECON-295 and ECON-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 ECON-395 in the fall and then by finishing with ECON-295 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 ECON-395 project may not be counted toward the courses required for the major or minor at the 300 level. For a two semester ECON-395 project culminating in a thesis, the second semester may count toward this requirement.

**ECON-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ECON-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Educational Policy and Practice Overview and Contact Information

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.

## See Also

- Educational Studies (p. 148)
- Psychology and Education (p. 322)

## Contact Information

Eleanor Townsley, Nexus director  
Sarah Frenette, track chair

217G Dwight Hall  
413-538-3010  
[https://www.mtholyoke.edu/acad/nexus/educational\\_policy](https://www.mtholyoke.edu/acad/nexus/educational_policy)

## Faculty

**This area of study is administered by the following Nexus track chair:**

Sarah Frenette, Five College Coordinator of Teacher Licensure

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
Three courses above the 100 level chosen from the list of courses approved for this Nexus		12
One approved 300-level course from the list of courses approved for this Nexus		4
Completion of the UAF application stages 1 and 2 <sup>1</sup>		
A substantive internship		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
Total Credits		18

<sup>1</sup> Or a fifth class with approval of the track chair

## Additional Specifications

- Students in this Nexus 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.
- The sequence of a Nexus is part of what makes it unique. UAF application stages 1 and 2 must be completed before the internship or research project. COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

## Selection of Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Education</b>		
EDUC-205	Racism and Inequality in Schools and Society	4
EDUC-233	Educational Psychology	4
EDUC-267	Children's Literature for Educators	4
<b>Educational Studies</b>		
EDUST-221	Self-Awareness in Education	4
EDUST-339EP	Seminar in Educational Studies: 'Educational Policy'	4

<b>Psychology</b>		
PSYCH-213	Psychology of Racism	4
PSYCH-230	Developmental Psychology	4
PSYCH-331	Lab in Early Social and Personality Development	4

## Educational Studies

### Overview and Contact Information

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 (p. 324) leading to teacher licensure (p. 324), please consult the Psychology and Education chapter, which provides detailed information on the course requirements and application procedures for teacher licensure programs.

## See Also

- Psychology and Education (p. 322)
- Educational Policy and Practice (p. 147)

## Contact Information

Jennifer Jacoby, Co-chair  
Jennifer Matos, Co-chair  
Cheryl McGraw, Academic Department Coordinator

303 Reese Psychology and Education Building  
413-538-2844  
<https://www.mtholyoke.edu/acad/psychology/education>

## Faculty

**This area of study is administered by the Educational Studies Committee:**

Preston Smith II, Professor of Politics

Bruce Arnold, Associate Professor of Classics

Lucas Wilson, Associate Professor of Africana Studies and Economics

Jennifer Jacoby, Class of 1929 Dr. Virginia Apgar Assistant Professor of Education

Lenore Reilly, Assistant Professor of Education; Senior Advisor to the President/Secretary of the College

David Allen, Head Swimming and Diving Coach; Senior Lecturer in Physical Education and Athletics

Leah Glasser, Senior Lecturer in English



Sarah Frenette, Five College Coordinator of Teacher Licensure

## Requirements for the Minor

A minimum of 18 credits:

Code	Title	Credits
EDUC-205	Racism and Inequality in Schools and Society	4
Three courses at the 200 level or above focusing on a specific area of study <sup>1</sup>		12
EDUST-290	Capstone in Educational Studies	2
Total Credits		18

<sup>1</sup> Some possible areas of study include: Knowledge and the Humanities, National and International Perspectives on Education, Gender and Education, Teaching and Learning, Sport Pedagogy

### Additional Specifications

- One Independent Study (EDUST-395) can be applied to the minimum minor requirements but cannot be substituted for one of the designated courses in education or educational studies.

## Course Offerings

### EDUST-203 Teaching Children Science: College Students in the Elementary Classroom

*Fall. Credits: 4*

This course is designed for science students with interests in teaching and learning with children. It will focus on research, theory and practice pertinent to science education, linking scientific information gained in college classes to children's learning of scientific phenomena. Weekly class meetings (from 1-3 hours) will include laboratory and off-site field investigations. Each student will also become a 'Science Buddy' at a local elementary school, assisting children with hands-on science experiences for at least 1 hour each week.

*Crosslisted as: BIOL-203*

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

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

*R. Fink*

*Instructor permission required.*

*Prereq: One year of any college science (in any discipline), at least one lab course.*

### EDUST-221 Self-Awareness in Education

*Fall. Credits: 4*

Educators bring our whole selves when entering educational spaces. With us, we bring lived experiences and social identities as well as expectations, ideals, and emotional reactions to oppression (Adams et al., 2007). Whether implementing a curriculum or policy, this course will assist future educators and policy makers in exploring social identities within their intended roles in education. Frameworks and theories around oppression and liberation will be used for reflection and action related to racism, classism, gender, and ableism.

*Applies to requirement(s): Social Sciences*

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

*J. Matos*

*Notes: Weekly reflections and a final project required.*

### EDUST-250 Special Topics in Educational Studies

#### EDUST-250ED Special Topics in Educational Studies: Philosophy of Education'

*Fall. Credits: 4*

The purpose, goal and shape of educational institutions, policies and methods have been central preoccupations for millennia. This course considers a variety of questions concerning education that are related to different parts of philosophy: epistemology (What kind of 'knowledge' should be taught at different educational levels? How do we differentiate 'truth' and 'education' from 'propaganda' and 'indoctrination?'), ethics (What is 'moral virtue'? Can it be taught? If so, is this an appropriate educational goal?), and social and political philosophy (What is the relationship between schools and the broader society? Should education be a fundamentally subversive activity?)

*Crosslisted as: PHIL-250ED*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*T. White*

#### EDUST-290 Capstone in Educational Studies

*Fall and Spring. Credits: 2*

This two-credit independent study course, which is the culminating experience of the educational studies minor, requires analysis and synthesis of key ideas that emerged during focused study in the minor. Students will work with a faculty advisor of the Educational Studies Program Committee as they plan, write, and present a capstone paper.

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

*J. Jacoby, J. Matos*

*Instructor permission required.*

*Prereq: EDUC-205 and permission of instructor.*

#### EDUST-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

#### EDUST-339 Seminar in Educational Studies

##### EDUST-339EP Seminar in Educational Studies: 'Educational Policy'

*Not Scheduled for This Year. Credits: 4*

In this course, students will explore educational policy including why policy-making and policies matter, what makes compelling evidence to various stakeholders, ways to identify levers for change, and the negotiation processes. We will consider local, state, federal policy, and international comparative cases. Students will analyze the ways in which policy, practice, and theory intersect or diverge, and why. Beyond course materials, students will choose a topic, draft and revise a written policy brief, as well as practice pitching policy through spoken word.

*Applies to requirement(s): Social Sciences*

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

*B. Packard*

*Restrictions: This course is open to juniors and seniors*

*Advisory: One 200-level course in Educational Studies or relevant area recommended.*

**EDUST-351 Topics in Education****EDUST-351PR Topics in Education: 'Teaching STEM in Puerto Rico'***Spring. Credits: 4*

This course will prepare students to deliver STEM (science, technology, engineering and math) curriculum to female youth in San Juan, Puerto Rico. Students will learn about the history of Puerto Rico, Puerto Rican culture, diaspora and migration, post-hurricane Maria life, curriculum development, and group dynamics and norms. Weekly Rosetta Stone quizzes, lesson and unit plan development, and journaling, are course requirements.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Matos**Restrictions: This course is limited to sophomores and juniors.**Instructor permission required.*

*Notes: It's expected that students in this class will travel to Puerto Rico to teach for the month of July. They will also attend training sessions at Mount Holyoke for the last two weeks of June before traveling to Puerto Rico. Students should apply for Lynk funding for this summer experience.*

**EDUST-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Engineering

### Overview and Contact Information

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 the student 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.

### See Also

- Dual-Degree in Engineering (p. 10)

### Contact Information

**Eleanor Townsley, Nexus director****Katherine Aidala, track chair**

217G Dwight Hall

413-538-3010

<https://www.mtholyoke.edu/acad/nexus/engineering>

## Faculty

**This area of study is administered by the Engineering committee:**

Katherine Aidala, Professor of Physics

Maria Gomez, Elizabeth Page Greenawalt Professor of Chemistry, Teaching Spring Only

Martha Hoopes, Professor of Biological Sciences

Audrey Lee St. John, Associate Professor of Computer Science, On Leave 2018-2019

Dylan Shepardson, Associate Professor of Mathematics, On Leave 2018-2019

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
Three courses above the 100 level chosen from the list of courses approved for this Nexus		12
One approved 300-level course from the list of courses approved for this Nexus		4
Completion of the UAF application stages 1 and 2 <sup>1</sup>		
A substantive internship		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
Total Credits		18

<sup>1</sup> Or a fifth class with approval of the track chair

### Additional Specifications

- Given the diversity of the engineering field, a wide range of courses can count toward the Nexus, but students must consult with a Nexus advisor to determine a program that will match their interests and goals.
- The sequence of a Nexus is part of what makes it unique. UAF application stages 1 and 2 must be completed before the internship or research project. COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

## Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>Chemistry</b>		
CHEM-208	Introduction to Materials	4
CHEM-328	From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering	4
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Computer Science</b>		
COMSC-211	Advanced Data Structures	4
COMSC-226	Engineering Robotic Systems	4
<b>Economics</b>		
ECON-212	Microeconomic Theory	4
ECON-307	Seminar in Industrial Organization	4
<b>Mathematics</b>		

MATH-333	Differential Equations	4
MATH-342	Probability	4
<b>Physics</b>		
PHYS-290	Advanced Laboratory Practicum	1-8
PHYS-308	Electronics	4
PHYS-325	Electromagnetic Theory	4
PHYS-390	Advanced Laboratory Practicum	1-8

## English

### Overview and Contact Information

English courses at Mount Holyoke offer students an opportunity to study texts and writers from the many cultural traditions that have shaped, and been shaped by, the English language. Our offerings range from Anglo-Saxon England through the twenty-first century and encompass multiple national, racial, and cultural identities. The department's courses cultivate skills in close reading, critical thinking, and persuasive writing. For students interested in writing, a number of courses offer practical instruction in the techniques of fiction, poetry, and other literary genres, as well as journalism. The major helps prepare students for a wide range of careers, including teaching at all levels, law, business, and graduate study in literature and culture.

The department reflects in its offerings a balanced variety of historical and theoretical approaches to the study of language, literature, and culture. Many courses locate British and American literary texts within their historical contexts; many courses employ approaches drawn from gender studies, queer theory, and postcolonial theory. We regularly offer courses on African American, Asian American, and other ethnically defined American literatures, as well as on writings from Africa, Asia, the Pacific Rim, and Ireland. Some members of the department study visual culture in many different media, including film. The department expects its majors to study texts from a variety of historical periods and challenges students to respond to new questions about the theoretical relationships of literary and cultural forms and historical transformation.

### See Also

- Journalism, Media & Public Discourse (p. 246)

### Contact Information

**Nigel Alderman, Chair**

**Cynthia Meehan, Academic Department Coordinator**

111 Shattuck Hall

413-538-2146

<https://www.mtholyoke.edu/acad/english>

### Faculty

**This area of study is administered by the Department of English:**

Christopher Benfey, Andrew W. Mellon Professor of English

Corinne Demas, Professor of English

Amy Martin, Professor of English on the Emma B. Kennedy Foundation;  
Director of the Harriet L. and Paul M. Weissman Center

Donald Weber, Lucia, Ruth and Elizabeth MacGregor Professor of English

Elizabeth Young, Carl M. and Elsie A. Small Professor of English

Nigel Alderman, Associate Professor of English

Kimberly Brown, Associate Professor of English and Africana Studies,  
Teaching Spring Only

Iyko Day, Associate Professor of English

Amy Rodgers, Associate Professor of English; Dean for the Senior Class

Suparna Roychoudhury, Associate Professor of English

Kate Singer, Associate Professor of English

Wesley Yu, Associate Professor of English

Leah Glasser, Senior Lecturer in English

Mark Shea, Coordinator of ESOL; Senior Lecturer in English

Sally Sutherland, Senior Lecturer in English

Carol Bailey, Visiting Associate Professor in English

Todd Brewster, Visiting Senior Lecturer in English

Samuel Ace, Visiting Lecturer in English

Andrea Lawlor, Visiting Lecturer in English

Katherine O'Callaghan, Visiting Lecturer in English

### Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
ENGL-199	Introduction to the Study of Literature	4
<b>32 additional credits in English, which include:</b>		<b>32</b>
Two courses in literature written in English before 1700, at either the 200 or 300 level <sup>1</sup>		
One course in literature written in English between 1700 and 1900, at either the 200 or 300 level <sup>1</sup>		
Four courses at the 300 level, two of which must be taken at Mount Holyoke and one of which must be a designated seminar <sup>2</sup>		
Total Credits		36

<sup>1</sup> Course descriptions indicate which courses fulfill these historical requirements

<sup>2</sup> Course descriptions indicate which courses fulfill the seminar requirement

### Additional Specifications

- First-Year Seminars do not count toward the completion of the English major.
- ENGL-295 and ENGL-395 do not count toward the completion of the English major.
- 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 their own path of study while becoming familiar with all genres. Core requirements provide an 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.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
Two courses in English at the 200 level		8
Two courses in English at the 300 level		8
Total Credits		16

### Additional Specifications

- 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.
- ENGL-295 and ENGL-395 do not count toward the completion of the English minor.
- First Year Seminars do not count toward the completion of the English 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. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is available in other sections of the catalog.

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.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice

### Writing

The department offers two kinds of courses particularly intended for first-year students: many first-year seminars offered by English faculty under the FYSEM designation and Spring sections of ENGL-199, which second semester first years are welcome to take. The first-year seminars taught by English department faculty are writing-intensive seminars on various topics which strengthen a student's proficiency and confidence

as a writer. ENGL-199, also writing-intensive, is an introduction to literary studies and a required gateway to the major. Students who, in the fall, take a writing-intensive first year seminar and who are considering a major in English ordinarily take ENGL-199 in the spring. First-year students interested in ENGL-201, require the permission of the instructor.

Sophomores, juniors, and seniors may elect ENGL-201 or courses such as Introduction to Journalism (ENGL-202), Short Story Writing I (ENGL-203), Verse Writing I (ENGL-204), or Expository Prose (ENGL-206).

## Course Offerings

### ENGL-104 Academic Discourse and Multilingual Speakers

*Spring. Credits: 4*

In this course we seek to achieve clarity and precision of expression within a discussion of a complex topic. Course readings and writing assignments guide students through an examination of topics related to society and culture. Past semesters' topics include: the role of education in society; the relationship between religion, culture, and nature; and the use of maps in ordering the world. In addition to the academic content, the course focuses on the writing and revising process, academic research and argumentation, and the nature and purpose of academic discourse. This course is intended for students whose native language is not English and who would like to refine their writing and speaking skills.

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

*Other Attribute(s): Writing-Intensive*

*M. Shea*

### ENGL-199 Introduction to the Study of Literature

*Fall and Spring. Credits: 4*

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.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*C. Benfey, A. Martin, K. O'Callaghan, A. Rodgers, K. Singer, S. Sutherland, E. Young, W. Yu*

*Prereq: Any first-year seminar.*

*Notes: English 199, required for the English major, introduces students to critical issues in the study of English literature. Students considering an English major will ordinarily take English 199 after taking a first year seminar.*

### ENGL-248 Effective Public Speaking

*Spring. Credits: 2*

This course provides the opportunity to develop speaking skills in a range of academic and professional situations. Through speaking, revision, and reflection, students identify their strengths as speakers, evaluate their improvement, and develop strategies for formal and informal speaking contexts.

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

*Other Attribute(s): Speaking-Intensive*

*M. Shea*

*Restrictions: This course is open to juniors and seniors*

*Notes: Half semester course. This section is designed to consider the needs of multilingual and second language speakers, but it is open to upper-level students of any language background.*



**ENGL-394AF Advanced Topics in English: 'Adaptation, From Page to Screen'***Fall. Credits: 2**Applies to requirement(s): Meets No Distribution Requirement**A. Rodgers**Instructor permission required.**Notes: Successful completion of both ENGL-345HJ and ENGL-349AF together would satisfy one of the English department's 300-level requirements for the English major or minor.***ENGL-394WL Advanced Topics in English: 'Writing London'***Fall. Credits: 2*

This class will examine the ways in which London has been mapped and represented. Beginning with charting archetypal patterns for the city, we will consider London in terms of memory, commodities, mobility, power, and identity. We will also consider a range of modes or periods of writing, including realism, modernism, postmodernism, and hypertextualism.

*Applies to requirement(s): Meets No Distribution Requirement**N. Alderman**Notes: Successful completion of both ENGL-329 and ENGL-349AF together would satisfy one of the English department's 300-level requirements for the English major or minor.***Writing Courses: Prose and Poetry****ENGL-201 Introduction to Creative Writing***Fall and Spring. Credits: 4*

This course offers practice in writing various kinds of narrative.

Assignments emphasize clarity, concision, and creativity. Exercises lead to longer work: sketches or short stories. Students hone critical as well as writing skills. Student papers are duplicated and discussed in class, along with selected works by published authors.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**S. Ace, L. Glasser, A. Lawlor**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: Second-semester first-years with permission of instructor.***ENGL-202 Introduction to Journalism***Fall and Spring. Credits: 4*

The finest journalists are professors to the people. They educate citizens so as to facilitate reasoned, fact-based dialogue on subjects as diverse as politics, poverty, war, science, and the arts. We will look at journalism's role in the culture with a particular view to some of the profession's failings and foibles. Students are expected to leave the comfortable confines of the classroom as they try their hand at covering an event, writing a profile, and reporting on an issue of local significance. Throughout the term we will employ the journalistic skills of interviewing, research, and thoughtful analysis to produce snapshots of the world inside and outside the College gates. Curiosity leads. Mastery follows.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning, Writing-Intensive**T. Brewster**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: Second-semester first-years with permission of instructor.***ENGL-203 Short Story Writing I***Fall. Credits: 4*

This workshop will introduce students to the short story form as practiced by contemporary and canonical writers. Students will learn to read fiction actively, as writers developing their craft. We will focus on understanding the elements of fiction with an eye toward eventual mastery. Writing short stories will comprise the main work of this course, and students will work specifically on point of view, development of scenes, characterization, plot, and narration.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**C. Demas**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ENGL-201 or another writing course by permission of instructor.***ENGL-204 Poetry Writing***Fall. Credits: 4*

In this introductory course, students will read widely in contemporary poetry. Through prompts and project-based inquiry, both within the workshop and in take-home assignments, students will have the opportunity to produce and share writing based on the conceptual frameworks explored in the class.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**S. Ace**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-205 Playwriting***Spring. Credits: 4*

This course offers practice in the fundamentals of dramatic structure and technique. Weekly reading assignments will examine the unique nature of writing for the theatre, nuts and bolts of format, tools of the craft, and the playwright's process from formulating a dramatic idea to rewriting. Weekly writing assignments will include scene work, adaptation, and journaling. The course will culminate in a significant writing project. Each class meeting will incorporate reading student work aloud with feedback from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content.

*Crosslisted as: THEAT-283**Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**Sanders, E.**Prereq: One course in Theatre Arts or a creative writing English course.**Notes: Cannot be taken at the 300 level.***ENGL-219 Topics in Creative Writing****ENGL-219FB Topics in Creative Writing: 'Writing Fabulist Fiction'***Fall. Credits: 4*

In which our heroes will explore contemporary and classic fabulist fiction, fairy tales, and mythic fiction in order to produce their own short stories. Some of the authors we may read include Jorge Luis Borges, Italo Calvino, Isak Dineson, Gabriel García Márquez, Nalo Hopkinson, Porochista Khakpour, Larissa Lai, Kelly Link, Carmen Maria Machado, and Bruno Schulz.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Lawlor**Prereq: ENGL-201 or equivalent.*

**ENGL-219QT Topics in Creative Writing: 'Queer and Trans Writing'***Spring. Credits: 4*

What do we mean when we say "queer writing" or "trans writing"? Are we talking about writing by queer and/or trans authors? Writing about queer or trans practices, identities, experience? Writing that subverts conventional forms? All of the above? In this course, we will engage these questions not theoretically but through praxis. We will read fiction, poetry, comics, creative nonfiction, and hybrid forms. Expect to encounter work that challenges you in terms of form and content. Some writers we may read include Ryka Aoki, James Baldwin, Tom Cho, Samuel R. Delany, kari edwards, Elisha Lim, Audre Lorde, Cherríe Moraga, Eileen Myles, and David Wojnarowicz.

*Crosslisted as: GNDST-204QT**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Lawlor**Prereq: ENGL-201 and 4 credits in Gender Studies.***ENGL-301 Studies in Journalism****ENGL-301DM Studies in Journalism: 'Bots, Bytes, Tweets, and Snaps: Digital Media and the Transformation of Journalism in the 21st Century'***Spring. Credits: 4*

This course examines the profound changes that journalism has undergone in the digital age. Students will study the impact of technology on journalism historically, focusing on how each age establishes its own vocabulary and syntax. They will then focus on changes that have arrived in our own time, on how the internet, social media, and the cell phone have delivered the tools of journalism beyond the professional class to ordinary citizens and how this has both enhanced and frustrated the role of the journalist in our society. Students will do their own journalism work in various new media forms and develop skills that will make them both better consumers of digital media and better digital media journalists.

*Applies to requirement(s): Meets No Distribution Requirement**T. Brewster**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ENGL-202 Intro to Journalism.**Notes: does not meet the English department seminar requirement***ENGL-301MW Studies in Journalism: 'Magazine Writing - Sequence I'***Not Scheduled for This Year. Credits: 4*

Students in this class will produce original works at magazine length. Assignments will get them out of the classroom and into the world, exploring feature stories and local issues of importance. A student's mastery of her chosen topic will rest on personal observation, extensive interviews, and deep research. All pieces produced will go through multiple drafts. Readings are designed to shape classroom discussion and lend inspiration. These will include classics of the genre, as well as material from current issues of the in the *New Yorker*, *Slate*, *Atlantic Monthly*, *Vanity Fair*, the *New York Times Sunday Magazine*, and other publications.

*Applies to requirement(s): Humanities**Other Attribute(s): Community-Based Learning, Writing-Intensive**T. Brewster**Prereq: Intro to Journalism, Intro to Creative Writing, or Narrative-Non Fiction.**Notes: meets English department seminar requirement***ENGL-301PR Studies in Journalism: 'The Press and the Presidency'***Not Scheduled for This Year. Credits: 4*

In this course, we will pinpoint six moments in American history when great journalism focused on the presidency has driven the national story. We will augment that study of the past with a steady examination of the present, seeking to understand how the 45th president's assault on the press has prompted many to reconsider – and to reconfirm – the role of a vigorous, questioning media in the success of a democratic republic. Students will do both historical analysis and contemporary journalism, employing the tools of strong reporting, graceful prose and pithy analysis to shed light on the presidency in a time of peril.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**T. Brewster**Prereq: ENGL-202 Intro to Journalism.**Notes: meets English department seminar requirement***ENGL-301RE Studies in Journalism: 'Reporting Lab: Holyoke, Massachusetts'***Fall. Credits: 4*

In this course, students will learn the skills of journalism by applying themselves to extensive reporting projects focused on the city of Holyoke. Long known as the "Paper Capital of America," Holyoke was historically the home to some of the nation's busiest industrial wool and paper mills, which were supported by an elaborate system of municipal canals. The canals are still there and so are many of the original mill buildings, but today Holyoke faces challenges familiar to the post-industrial age, even as it makes strides toward a new life centered around high tech and the service economy. Working in text, video, still photography, and other media, students will examine this transition and the lives of the people of Holyoke.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**T. Brewster**Prereq: ENGL-202 Intro to Journalism.***ENGL-302 Nonfiction Writing****ENGL-303 Short Story Writing II***Spring. Credits: 4*

This workshop is for students seriously engaged in writing short stories. Students will refine their technical skills and work on the subtleties of style. Extensive readings are required.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**C. Demas**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ENGL-203, or submitted writing sample and permission of instructor.**Notes: meets English department seminar requirement***ENGL-304 Verse Writing II***Not Scheduled for This Year. Credits: 4*

In this workshop students will generate new poems, working in both free verse and traditional forms. Emphasis will be given to honing elements of craft, to developing one's 'voice,' and to the all-important process of revision. Readings will include books by contemporary poets, with workshops devoted to critiquing student work and discussing the poems of established writers.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**The department**Restrictions: This course is open to juniors and seniors**Prereq: ENGL-204 and 4 additional credits from English above 101.**Notes: meets English department seminar requirement*

**ENGL-305 Writing Literature for Children***Not Scheduled for This Year. Credits: 4*

A workshop focusing on writing for children at different age levels.

Students will work on a variety of projects in fiction and nonfiction, and experiment with different styles, forms, and approaches. Weekly writing and editing assignments and selected readings of children's literature are required. The course includes guest lectures (which are open to the campus) and field trips.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Demas**Restrictions: This course is open to juniors and seniors**Instructor permission required.**Prereq: 8 credits in department including ENGL-201, ENGL-204, or ENGL-265, and permission of instructor. Creative writing sample must be submitted to instructor during advising week.**Notes: meets English department seminar requirement***ENGL-306 Advanced Projects in Creative Writing***Spring. Credits: 4*

This course is designed for students already at work on a longer project (a novel or novella, a short story collection, a collection of poems, longform creative nonfiction, a graphic novel, or a hybrid form). Students will build on the skills and insights gained in previous creative writing courses to draft, workshop, and revise a full-length creative manuscript. Workshop and revision will comprise much of our time, along with readings on craft by authors such as Lynda Barry, Italo Calvino, and Samuel R. Delany. Students will also have an opportunity to meet literary publishing professionals.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Lawlor**Instructor permission required.**Prereq: ENGL-201 or equivalent.**Notes: meets English department seminar requirement***ENGL-361 Advanced Creative Writing Topics****ENGL-361EX Advanced Creative Writing Topics: 'Beyond Measure: Experiments in the Music of Poetry'***Spring. Credits: 4*

The workshop will examine the overlapping impulses of poetry, music, and sound-making. Through the work of a variety of artists, such as LaMonte Young, John Cage, Mahalia Jackson, Beethoven, Gertrude Stein, Webern, Meredith Monk, Laurie Anderson, Phillip Glass, Nathaniel Mackey, Tracie Morris, Clark Coolidge, Fred Moten, Dylan Thomas, Allen Ginsburg, Harmony Holiday, and others, we will investigate the realm between language and music. We will explore how voice, rhythm, song, repetition, phrasing, musical form, and the management of time are vital to a poem's semantic content. This will be a generative writing workshop, with an emphasis on new composition.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**S. Ace**Prereq: A 200-level creative writing course.**Notes: meets English department seminar requirement***ENGL-361PM Advanced Creative Writing Topics: 'Poetry and Image: Formations of Identity'***Not Scheduled for This Year. Credits: 4*

With an emphasis on producing creative texts, the course will examine the parallel and often overlapping impulses of poetry and image-making (photography, painting, and other visual arts). We will explore concepts of identity through the work of artists such as Alice Neel, Mikalene Thomas, Claude Cahun, Cindy Sherman, Kehinde Wiley, Glenn Ligon, Catherine Opie, Kara Walker, Diane Arbus, Vivian Maier, and Nan Goldin. Writers will include Ocean Vuong, Danez Smith, Sherwin Bitsui, Robert Seydel, Ari Banias, Safia Elhillo, Gloria Anzaldua, Morgan Parker, Layli Longsoldier, Judy Grahn, Audre Lorde, Ronaldo Wilson, Shane McCrae, Adrienne Rich, David Wojnarowicz, Eileen Myles, and others.

*Crosslisted as: GNDST-333PM**Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**S. Ace**Prereq: A 200-level creative writing course.**Notes: Meets the English department's seminar requirement.***Intermediate Literature Courses****ENGL-207 Topics in Science Writing****ENGL-207MG Topics in Science Writing: 'Imagining Illness'***Fall. Credits: 4*

An exploration of the ways writers from a range of time periods and cultures represent—directly or metaphorically—illness and disease, diagnosis and treatment, suffering and healing. The course considers, as do growing numbers of medical educators and health professionals, the relations between interpretative skills and clinical practice, especially in attending to the stories both patients and texts try to tell. Readings will be selected from works by Berger, Edson, Fadiman, Grealy, Kafka, Lahiri, Lessing, Mann, McEwan, O'Neill, Saramago, Sontag, Sophocles, Williams, and Woolf.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**S. Sutherland***ENGL-211 Shakespeare***Fall and Spring. Credits: 4*

A study of some of Shakespeare's plays emphasizing the poetic and dramatic aspects of his art, with attention to the historical context and close, careful reading of the language. Eight or nine plays.

*Crosslisted as: THEAT-281**Applies to requirement(s): Humanities**A. Rodgers, S. Roychoudhury**Restrictions: Course limited to sophomores, juniors and seniors**Notes: meets English department pre-1700 requirement*

**ENGL-212 English Renaissance Poetry***Not Scheduled for This Year. Credits: 4*

An introduction to the literary period known as the English Renaissance.

Through short lyric poems and some narrative verse, we will explore the era that saw the reign of Queen Elizabeth I, the Reformation of the Catholic church, the Scientific Revolution, and the exploration of the Americas. Reading an array of poets, we will immerse ourselves in the early modern world by exploring its representations of beauty, power, love, faith, art, and knowledge. Our emphasis will be on close reading, with a view to understanding form and appreciating excellence.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**S. Roychoudhury**Prereq: ENGL-199 or ENGL-200.**Notes: Intended as an alternative to English 211; meets English department pre-1700 requirement***ENGL-213 The Literature of the Later Middle Ages***Fall. Credits: 4*

This course will examine a variety of English works and genres written in the thirteenth through fifteenth centuries. Our concentration will be principally on the *Gawain*-poet, Chaucer, Langland, Margery Kempe, and Lydgate. Most of our readings are in Middle English.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**W. Yu**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ENGL-199 or ENGL-200.**Notes: meets English department pre-1700 requirement***ENGL-214 Topics in Medieval Studies****ENGL-214CM Topics in Medieval Studies: 'The Curious Middle Ages'***Not Scheduled for This Year. Credits: 4*

While influenced by Augustine's warning that worldly inquiry could endanger the pilgrimage of the soul, medieval literature contains many instances of curious looking. Exploring the medieval desire to know, this course considers how the period's tendencies toward spiritual and metaphysical thought are balanced against its fascinations with the observable world. We will study the ways allegories, travel narratives, romances, and dream visions intersect with natural philosophy, historiography, cartography, and architecture. Literary analysis is the basis for our investigative work to uncover the epistemological impulses that inform medieval art and literature.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**W. Yu**Prereq: A first-year seminar.**Advisory: English 210, English 213, History 115, or History 232 recommended.**Notes: meets English department pre-1700 requirement***ENGL-214LR Topics in Medieval Studies: 'Love and Reason in Medieval Romance'***Spring. Credits: 4*

Arthurian legend conjures enduring stereotypes of chivalry and romantic love, but how do we go about situating medieval romance in literary history? Where does it come from, why was it written, who read it, and how did it change over time? In this course, students will learn about romance's historical and social contexts, its form, tropes, and imagery. We will think about romance's contemplation of justice, loyalty, subjectivity, love, and shame, especially as this body of literature grapples with the conflicts that arise between the mortal and divine. Course readings will include works by Marie de France, Chrétien de Troyes, Chaucer, Lydgate, and Spenser. We will read in Middle English where possible.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**W. Yu**Advisory: ENGL-210 or ENGL-213 recommended.**Notes: meets English department pre-1700 requirement***ENGL-215 Chaucer's Literary World***Not Scheduled for This Year. Credits: 4*

Who and what did Chaucer read? How did Chaucer's literary environment move him to explore love, human will, differences of perspective, and ideas of closure (the efficacy of complaint, poetic endings, and the poet's accomplishments). These topics will be studied in light of the ranging literary influences from the medieval world, especially Chaucer's adaptation of classical poetry, French and Italian vernacular verse, romance, saints' lives, allegory, and beast fables. All readings are in Middle English, concentrating on a selection of Chaucer's short poems and his major works prior to *The Canterbury Tales*.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**W. Yu**Prereq: ENGL-199.**Advisory: ENGL-213 or ENGL-214 strongly recommended**Notes: meets English department pre-1700 requirement***ENGL-217 Topics in English****ENGL-217BF Topics in English: 'British and Irish Fiction 1900-1945'***Fall. Credits: 4*

This course examines fiction by some of the key British and Irish writers from the first half of the twentieth century (1900-1945). We will be interested in the ways in which the form and content of the novel and the short story have been impacted by changes in social and cultural contexts. The course will cover topics such as the end of empire and the pervasive influence of music on modernist writers. The reading list will include works by James Joyce, Virginia Woolf, Katherine Mansfield and Elizabeth Bowen.

*Applies to requirement(s): Humanities**K. O'Callaghan**Prereq: ENGL-199 or ENGL-200.*



**ENGL-217GE Topics in English: 'Global English: Its Written and Spoken Forms'***Not Scheduled for This Year. Credits: 4*

What is the relationship between language and social and political power? This course is an interdisciplinary study of the global role of the English language. Migration, education, and identity are major themes of the course, and we look at how linguists, policy-makers, and individuals grapple with these complex topics. This course also focuses on students' development of their written and spoken communication skills and is open to students in all disciplines. Our approach to writing and speaking may be particularly effective for students who do not identify as native speakers of English.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Shea***ENGL-217SC Topics in English: 'Stage to Screen'***Not Scheduled for This Year. Credits: 4*

A study of ten to twelve plays and their film adaptations. Plays are drawn from a range of periods and genres, and films are chosen to show the scope of adaptive approaches from filmed play to radical re-imagining. The course will include readings on the theory and history of theatre-to-film adaptations. Playwrights will likely include Christopher Marlowe, Oscar Wilde, Tennessee Williams, Eugene O'Neill, Lorraine Hansberry, Edward Albee, Harold Pinter, David Mamet, and David Henry Hwang.

*Crosslisted as: FLMST-220SC**Applies to requirement(s): Humanities**S. Sutherland**Prereq: 4 credits in English, Film Studies, or Theatre Arts.***ENGL-218 Topics in English****ENGL-220 Introduction to British Literary and Cultural Studies since 1660**

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

**ENGL-225 Topics in Jewish Literature****ENGL-225TR Topics in Jewish Literature; 'Trauma, Transition and Memory: The Jewish Literary Imagination in the Twentieth Century'***Not Scheduled for This Year. Credits: 4*

This course maps the range of Jewish literary expression in the twentieth century, beginning with the folktales of Sholem Aleichem and parables and stories by Franz Kafka, we will move on to novels and films that explore Jewish family life across nations and historical eras (Eastern Europe, America, Israel). Among the core themes will be the literary response to the Shoah in works by Primo Levi, Aharon Appelfeld, and Anne Michaels. The course concludes with works by Jewish writers E.L. Doctorow, Philip Roth, and Tony Kushner that continue to explore the relation among history, memory, and trauma – core themes of Jewish experience in modern times.

*Crosslisted as: JWST-225TR**Applies to requirement(s): Humanities**The department***ENGL-231 British Romanticism: Revolution and Reaction***Fall. Credits: 4*

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

*Applies to requirement(s): Humanities**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors**Notes: meets English department 1700-1900 requirement***ENGL-234 Topics in Theatre Studies****ENGL-234SP Topics in Theatre Studies: 'Shakespeare in Performance: Case Studies in Stage Production History'***Not Scheduled for This Year. Credits: 4*

To what purpose(s) have Shakespeare's plays been staged, and how has staging practice changed and developed? Our focus will be broad, covering such matters as acting, directing, design, history/criticism/dramaturgy. Units will include period/modern-dress Shakespeare, anti-realist staging, changing acting styles, "historically accurate" productions, "global Shakespeare," topical/political productions, and gender/race in casting. Several Key plays will form the core: *Midsummer Night's Dream*, *Macbeth*, *Hamlet*, and *The Winter's Tale*. The course will involve some attendance at live performance (likely a group trip to New York).

*Crosslisted as: THEAT-234SP**Applies to requirement(s): Humanities**H. Holder**Notes: Theatre tickets and food are the responsibility of the student. Cost of travel arrangements to New York is undetermined at this time.***ENGL-235 Modern British Poetry***Not Scheduled for This Year. Credits: 4*

This introduction to modern British poetry pays special attention to the emergence, consolidation, and dismantling of modernist poetry and poetics. It will link this literary history with, amongst other things, the loss of faith, the two world wars, and the relationship between monumental aesthetics, utopian poetics, and totalitarian politics. Writers will include Hardy, Yeats, Eliot, H.D., and Auden.

*Applies to requirement(s): Humanities**N. Alderman**Restrictions: Course limited to sophomores, juniors and seniors*

**ENGL-239 Novels of the Later Eighteenth Century****ENGL-239WH Novels of the Later Eighteenth Century: 'Worthy Hearts and Saucy Wits'***Not Scheduled for This Year. Credits: 4*

Eighteenth-century England witnessed the birth of the novel, a genre that in its formative years was both lauded for its originality and condemned as intellectually and morally dangerous, especially for young women.

We will trace the numerous prose genres that influenced early novelists, including conduct manuals, epistolary writing, conversion narratives, travelogues, romance, and the gothic. In doing so, we will concomitantly examine the novel's immense formal experimentation alongside debates about developing notions of gender and class as well as the feeling, thinking individual. Authors may include Richardson, Fielding, Sterne, Walpole, Burney, and others.

*Crosslisted as: GNDST-204WH**Applies to requirement(s): Humanities**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors**Notes: meets English department 1700-1900 requirement***ENGL-240 American Literature I***Fall. Credits: 4*

A survey of American literature from the literature of exploration to the Civil War, with special attention to the formation of an American literary tradition, along with the political, social, and religious contexts that helped shape the imaginative responses of American writers to their culture.

*Applies to requirement(s): Humanities**C. Benfey**Restrictions: Course limited to sophomores, juniors and seniors**Notes: meets English department 1700-1900 requirement***ENGL-241 American Literature II***Spring. Credits: 4*

A survey of American literature from the Civil War to the present, with special attention to literary redefinitions of race, gender, sexuality, and class and to changes in literary form.

*Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors**Notes: does not meet English department 1700-1900 requirement***ENGL-242 Topics in American Literature****ENGL-242AE Topics in American Literature: 'The American Essay'***Not Scheduled for This Year. Credits: 4*

Throughout the history of the United States, the essay has been a vital literary genre. From religious and confessional essays to personal, political, and satirical ones, American authors have explored their passions and hatreds in this flexible form. We will read essays from the nineteenth century to the present, with the opportunity to write essays of our own. Authors may include Thoreau, Baldwin, Didion, and Maggie Nelson, along with international writers, such as Woolf and Zadie Smith, who have influenced American essayists.

*Applies to requirement(s): Humanities**C. Benfey**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-243 American Gothic***Not Scheduled for This Year. Credits: 4*

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 slavery and the gothic; gothic sexuality; Southern, Northern, and national gothic; freakishness and grotesquerie; and visual gothic. Focus on fiction, with some film and photography. Authors, filmmakers, and artists may include Alcott, Arbus, Browning, Crane, Dunbar, Dunn, Elmer, Faulkner, Gilman, Hitchcock, Kubrick, McCullers, Morrison, O'Connor, Oates, Parks, Poe, Romero, Turner, and Wood.

*Crosslisted as: FLMST-220AG**Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-250 African American Literature I***Not Scheduled for This Year. Credits: 4*

African American literature, particularly in the early part of the formation of the United States, reflects the dichotomy between citizenship and American identity. This course will study the literary works of African Americans from the late-eighteenth century to 1865. Beginning with slave narratives and early poetry, we will consider issues of genre, literary tradition, and historical context while gaining experience in analyzing literary texts. Themes of alienation, communion, haunting, and upward mobility will be covered to illuminate the expansive world of early African American literature. Authors include: Harriet Jacobs, Frederick Douglass, David Walker, Phillis Wheatley, and William Wells Brown.

*Crosslisted as: AFCNA-250**Applies to requirement(s): Humanities; Multicultural Perspectives**The department**Restrictions: Course limited to sophomores, juniors and seniors**Notes: meets English Department 1700-1900 requirement***ENGL-251 Contemporary African American Literature II***Not Scheduled for This Year. Credits: 4*

This course will examine African American literature and culture in the postwar period as American identities are coalescing around the concept of the US as a world power. Specifically, our task during the semester will be to discuss the myriad ways black authors and artists attempt to interrogate the structure of racial hegemony by creating poetry and prose meant to expand notions of culture and form. We will also examine music, visual art, and advertisements from this era to have a greater sense of the black experience through various cultural representations. Writers will include James Baldwin, Toni Morrison, Ralph Ellison, Michael S. Harper and bell hooks.

*Crosslisted as: AFCNA-251**Applies to requirement(s): Humanities; Multicultural Perspectives**K. J. Brown***ENGL-265 Children's and Young Adult Literature****ENGL-265CL Children's and Young Adult Literature: 'A View from Childhood to the World'***Not Scheduled for This Year. Credits: 4*

This course provides an overview of the field of history of American Literature for youth with an emphasis on literature from the 1960s to the current day. Students will read diverse literature from multiple genres and engage in thoughtful analysis of the literature as it reflects the historical, cultural, psychological and sociological nature of American society past, present, or future.

*Applies to requirement(s): Humanities**S. Richards**Prereq: 8 credits from English beyond the 100 level.*

**ENGL-267 Reading and Writing in the World***Not Scheduled for This Year. Credits: 4*

An introduction to reading and writing about nature, this seminar will attempt an exchange across distinct approaches to observing and describing the world around us. Do lenses of culture, discipline, and gender determine how we see and experience nature, environment, and place? Course work will include reading such authors as N. Scott Momaday, Henry David Thoreau, bell hooks, Leslie Marmon Silko, Mary Oliver, Terry Tempest Williams, Wendell Berry, and Annie Dillard; field trips; and writing assignments—weekly field notes and journals, analytical papers, and personal essays.

*Crosslisted as: ENVST-267**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**L. Savoy**Instructor permission required.**Advisory: You must apply for admission to this course by completing the online application form***ENGL-268 Cognitive Theory and Literary Studies***Spring. Credits: 4*

A survey of philosophical, scientific, and theoretical approaches to the relation between cognition and representation. For as long as we have told stories, we have thought about how they work in conjunction with the mind. This course charts the many ways in which cognitive theory has shaped literary studies over the ages. How does fiction reflect the way we think? How in turn does it shape how we behave? What happens in the brain and body when we read? Starting in antiquity and working through history towards contemporary neuroscience and cognitive psychology, we will consider such matters as action and imitation; reality and fantasy; reason and imagination; aesthetics, empathy, and affect.

*Crosslisted as: CST-249CT**Applies to requirement(s): Humanities**S. Roychoudhury**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-274 Introduction to Asian American Literature***Fall. Credits: 4*

This course introduces students to Asian American literature, considering its historical origins and evolution. Throughout the course we explore questions of identity, immigration and citizenship, generational conflict, war and migration, and mixed and cross-racial politics. Readings of primary texts will be supplemented by historical and critical source materials. Authors may include Nina Revoyr, Ruth Ozeki, Nam Le, Chang-rae Lee, Aimee Phan, Susan Choy, and Jhumpa Lahiri.

*Applies to requirement(s): Humanities; Multicultural Perspectives**I. Day***ENGL-276 Mapping Jewish American Generations***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: JWST-276**Applies to requirement(s): Humanities**The department**Prereq: 4 credits in English, religion, Jewish studies, history, sociology, or film studies.***ENGL-277 Necropolitics in the Age of Slavery***Spring. Credits: 4*

Slave narratives of the eighteenth and nineteenth centuries partook of white abolitionist discourse, rhetoric, and genres even as authors made space for their own ideas about freedom, captivity, sovereignty, power, gender, sexuality, and the nature of being. This course will read narratives by Cugoana, Equiano, Sanchez, Prince, Brent, and Craft alongside current critical theories about necropolitics (i.e., sovereignty as the right to kill), Afro-pessimism, Afro-futurism, and Afro-feminism, by theorists such as Mbembe, Wilderson, Moten, Sharpe, and Wynter, to consider what thoughts these authors can offer to us on ways of being, living, and surviving Western, racial imperialisms.

*Crosslisted as: CST-249AS**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: No previous theory-reading experience is necessary, but a desire to learn to read it.***ENGL-280 Literary and Cultural Theory***Not Scheduled for This Year. Credits: 4*

An introduction to literary and cultural theory with an emphasis on twentieth century and contemporary thought. We will explore crucial questions that have focused, and continue to focus, critical debate. These questions may include representation, subjectivity, ideology, identity, difference, gender, sexuality, race, ethnicity, and nation. Throughout we will be particularly interested in the ways in which language and form mediate and construct social experience.

*Crosslisted as: CST-280**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Rodgers**Restrictions: Course limited to sophomores, juniors and seniors*

**ENGL-286 Sexuality and Women's Writing***Not Scheduled for This Year. Credits: 4*

An examination of how U.S. women writers in the twentieth and twenty-first century represent sexuality in prose. Topics to include: lesbian, queer, homoerotic, and transgender possibilities; literary strategies for encoding sexuality, including modernist experiment and uses of genre; thematic interdependencies between sexuality and race; historical contexts, including the 'inversion' model of homosexuality and the Stonewall rebellion. Authors studied may include Barnes, Bechdel, Cather, Chopin, Feinberg, Highsmith, Jackson, Larsen, McCullers, Moraga, Nestle, Stein, and Truong; supplemental critical readings may include Butler, Lorde, Rich, and Sedgwick.

*Crosslisted as: GNDST-204SW**Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors***Advanced Literature Courses****Prerequisites for Advanced Courses**

The stated prerequisites for 300-level courses are junior and senior standing and 8 credits of work in English beyond a first-year seminar, often including a specified course such as ENGL-199 or ENGL-240. A sophomore who has completed the specified 8 credits may enroll with prior permission of the instructor. Any student without the prerequisites should consult the instructor.

**Seminars and Courses on Special Topics**

These courses 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.

**ENGL-311 Chaucer: Stories & Storytellers****ENGL-311CT Chaucer: 'The Canterbury Tales'***Spring. Credits: 4*

Known as a storyteller *par excellence*, Chaucer was also a famous reader of classical epic, romance, and philosophy. This research seminar will give students the opportunity to read the *Canterbury Tales* in light of the work's cultural, historical, and literary contexts. Throughout the semester, students will engage with Chaucer's tales and his favorite sources to examine and discuss his representations of gender and class, his perspectives on religious authority, his use of the English vernacular, and his commitment to poetry.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**W. Yu**Prereq: ENGL-199.**Advisory: English 213 strongly recommended**Notes: meets English department pre-1700 requirement; meets English department seminar requirement***ENGL-312 Shakespeare****ENGL-312SF Shakespeare: 'Shakespeare and Film'***Fall. Credits: 4*

We will read plays by Shakespeare, watch films based on those plays, and study the plays, the films, and the plays-as-films. 'Shakespeare' comes first, of course, both historically and as the source/inspiration for the films. Yet each film has its own existence, to be understood not just as an 'adaptation,' but also as the product of linked artistic, technical, and economic choices. Considering Shakespeare's plays as pre-texts (rather than pre-scriptions), we will look at early and recent films, both those that follow closely conventionalized conceptualizations of 'Shakespeare,' and those that tend to erase or emend their Shakespearean sources.

*Crosslisted as: FLMST-380SF**Applies to requirement(s): Humanities**H. Holder**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from English beyond the 100 level, including ENGL-211.**Notes: does not meet English department seminar requirement; does not meet English dept pre-1700 requirement***ENGL-317 Studies in Renaissance Literature****ENGL-317MD Studies in Renaissance Literature: 'Early Modern Drama'***Not Scheduled for This Year. Credits: 4*

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 obsessively self-conscious, bursting with disguises, confidence tricks, cross-dressers, masques, and plays-within-plays. Reading several playwrights, we will situate Shakespeare among his rivals and peers: Marlowe, Jonson, Webster, and others. More generally, we will explore early modern notions of performance and theatricality, considering how they were entwined in conceptions of desire, evil, gender, and politics.

*Applies to requirement(s): Humanities**S. Roychoudhury**Prereq: Take 4 credits in Renaissance studies.**Notes: meets English department pre-1700 requirement; meets English department seminar requirement***ENGL-317MJ Studies in Renaissance Literature: 'Marlowe, Jonson, Middleton'***Not Scheduled for This Year. Credits: 4*

A seminar on three major early modern dramatists—Christopher Marlowe, Ben Jonson, and Thomas Middleton—focusing on the range of genres, characters, conflicts, and aspirations explored in their plays. These playwrights, along with their contemporary Shakespeare, shaped the late sixteenth and early seventeenth century theatre into a site for performing authority and conquest, national and individual identity, trickery and carnival, desire and sexuality, and complex unfoldings of revenge. Readings of several plays by each of the three dramatists will be supplemented by recent studies of early modern theatricality.

*Crosslisted as: THEAT-350MJ**Applies to requirement(s): Humanities**S. Sutherland**Restrictions: This course is open to juniors and seniors**Prereq: ENGL-199 or ENGL-200 and ENGL-210 or ENGL-211.**Notes: meets English department pre-1700 requirement; meets English department seminar requirement*



### **ENGL-317TR Studies in Renaissance Literature: 'Trauma in the Premodern World'**

*Not Scheduled for This Year. Credits: 4*

When told that his wife's madness cannot be cured, Macbeth asks: 'Canst thou not minister to a mind diseased?' Although the term 'trauma' was not used to describe a psychological state until the nineteenth century, Macbeth's query suggests that premodern subjects both understood and experienced the sorts of psychic injury the term denotes. This course will explore how trauma was discerned, expressed and represented in premodern European culture. Readings will include contemporary theoretical explorations of trauma, as well as works by Shakespeare, Marlowe, Aphra Behn, and Daniel Defoe.

*Applies to requirement(s): Humanities*

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

*A. Rodgers*

*Prereq: ENGL-199 or ENGL-200 and ENGL-210 or ENGL-211.*

*Notes: meets English department pre-1700 requirement; meets English department seminar requirement*

### **ENGL-319 The Renaissance**

#### **ENGL-319CR The Renaissance: 'The Cunning Renaissance'**

*Fall. Credits: 4*

In Renaissance English, "cunning" meant many more things than it does today: guile, but also wisdom, imagination, strategic sense, inventiveness, skill. This very diverse set of abilities is on display throughout early modern literature, in which we meet all sorts of sages, schemers, illusionists, and fools. What does it mean to be smart? What forms of knowledge are privileged above others? How is the idea of intelligence culturally constructed, how inflected by religion, gender, and class? Reading widely in the period and drawing also on modern thought, we will cover such topics as mental disability, moral knowledge, social dexterity, politicking, and artificial and animal intelligence.

*Applies to requirement(s): Humanities*

*S. Roychoudhury*

*Restrictions: This course is open to juniors and seniors*

*Notes: meets English department pre-1700; meets English department seminar requirement*

#### **ENGL-319SR The Renaissance: 'Literature and Science, 1516-1674'**

*Not Scheduled for This Year. Credits: 4*

This seminar traces intersections between literary art and scientific knowledge at the dawn of modernity, when the difference between "art" and "science" was anything but clear. We will read prominent works of English Renaissance literature (Shakespeare, Donne, Milton) alongside various scientific and philosophical writings (Lucretius, Bacon, Descartes) as well as major milestones of the Scientific Revolution (Vesalius, Copernicus, Galileo). In so doing, we will ponder what connects aesthetic and empirical forms of truth. Topics will include magic and the occult, alchemy, astronomy, anatomy and medicine, atoms and theories of matter, the scientific method, natural history, and technology.

*Applies to requirement(s): Humanities*

*S. Roychoudhury*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 4 credits in Renaissance studies.*

*Notes: meets English department pre-1700; meets English department seminar requirement*

### **ENGL-321 Studies in Nineteenth-Century British Literature**

#### **ENGL-321WD Studies in Nineteenth-Century British Literature: 'William Wordsworth and George Eliot'**

*Spring. Credits: 4*

William Wordsworth and George Eliot grew up in a revolutionary age: the American Revolution, the French Revolution, the Haitian Revolution, wars of independence and of imperial conquest, and, behind it all, the social transformations arising from the industrial revolution. Both Wordsworth and Eliot wrestled with how to adapt their art to these new realities: he introduced dramatically new content into poetry and experimented with a startling variety of poetic forms; she transformed the various prose genres to construct a novelistic form able to represent the totality of British society. By so doing, they forged a revolution in literary forms with the emergence of the modern lyric and the realist novel.

*Applies to requirement(s): Humanities*

*N. Alderman*

*Prereq: 8 credits from English.*

*Notes: meets the English department 1700-1900 requirement; does not meet English department seminar requirement*

#### **ENGL-323 Gender and Class in the Victorian Novel**

*Fall. Credits: 4*

This course will explore the Victorian novel within the larger context of nineteenth century Britain, paying particular attention to the ways in which it develops in relation to changing ideas about class, gender, sexuality, nation, and culture. Novelists will include Bronte, Dickens, Eliot, and Gaskell.

*Crosslisted as: GNDST-333SS*

*Applies to requirement(s): Humanities*

*G. Sanborn*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in English.*

*Notes: meets English department 1700-1900 requirement; does not meet English department seminar requirement*

#### **ENGL-324 British Literature Since 1945**

#### **ENGL-325 Victorian Literature and Visual Culture**

*Fall. Credits: 4*

This course will examine literary texts that represent new forms of visuality in nineteenth-century Britain as well as examples of visual culture that provide a framework for reading Victorian culture in innovative ways. We will study nineteenth-century photography—portraiture, prison photography, imperial photographs, and private and popular erotic images—as well as novels and autobiographical writing that engage with new photographic technology and its transformation of the ways in which Victorians understood identity, politics, aesthetics, and representation. The course will take a similar approach to painting, literary illustration, political cartoons and caricature, and advertising.

*Crosslisted as: CST-349VC*

*Applies to requirement(s): Humanities*

*A. Martin*

*Prereq: ENGL-220 or ENGL-323 and at least 4 credits from art history or film studies.*

*Notes: meets English department 1700-1900 requirement; meets English department seminar requirement*

**ENGL-328 Woolf, Auden, and Modernism***Not Scheduled for This Year. Credits: 4*

This course will chart the development of Modernism in poetry and prose by examining the careers of two of the most important writers in the first half of the twentieth-century: the novelist, Virginia Woolf and the poet, W. H. Auden. We will focus on the way both writers initially seek to wrestle into representation new content within the frame of pre-existing forms and, by so doing, discover that these forms are inadequate or buckle under the strain and need to be revised, renewed, and transformed.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**N. Alderman**Prereq: 8 credits from English.***ENGL-329 Multicultural London: 1950-2015***Fall. Credits: 4*

This course explores how London has emerged as a rich site of literature and popular culture, a multicultural contact zone drawing writers and filmmakers to the metropolitan center of the former imperial Empire. It focuses on Britain's more recent experience of migration, displacement, and transplantation. The course examines how contemporary writers investigate the meaning of 'Englishness,' along with their own vexed relation to British history and identity. Authors include Sam Selvon, V.S. Naipaul, Salman Rushdie, Hanif Kureishi, Andrea Levy, Zadie Smith, Caryl Phillips, and Neel Mukherjee. Films include *My Beautiful Laundrette*, *My Son the Fanatic*, and *Anita and Me*.

*Applies to requirement(s): Humanities; Multicultural Perspectives**D. Weber**Prereq: 8 credits in the department.**Notes: Does not meet the English department seminar requirement***ENGL-334 Asian American Film and Visual Culture****ENGL-334BG Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'***Spring. Credits: 4*

This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visibility, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jin-me Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.

*Crosslisted as: CST-349BG**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**I. Day**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English.**Notes: meets English department seminar requirement***ENGL-337 The Political Imagination in Contemporary South Africa***Not Scheduled for This Year. Credits: 4*

This seminar examines the variety of literary and cultural expression in South Africa since the 1970s, focusing on the relations between art and political struggle. Among the topics to be discussed are the imagination of history in South African literature; the emergence of the Black Consciousness movement (and its legacies); responses to the Truth and Reconciliation Commission. Among the authors to be studied are Nadine Gordimer, J.M. Coetzee, Njabulo Ndebele, Zoe Wicomb, and Zakes Mda, along with a number of contemporary poets, playwrights, and filmmakers.

*Applies to requirement(s): Humanities; Multicultural Perspectives**The department**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits at the 300 level in English, history, politics, or related fields.**Notes: meets English department seminar requirement***ENGL-339 The Visual Culture of Protest***Not Scheduled for This Year. Credits: 4*

This course examines social protests from the perspective of the visual. Examining cultural productions from 1948-2015 we will focus on the geographical specificity of planned and spontaneous protests that have mobilized people into action. We will use a black studies framework to engage the possibilities present in resisting disparate power structures of race, gender, sexuality, class, and region. Artists, musicians, activists, writers, and grassroots organizers of social movements have been ever cognizant of the role of the visual in subverting power structures. We will use this opportunity to place visual culture at the center of a conversation concerning resistance, human rights, political agency, citizenship, and freedom.

*Crosslisted as: AFCNA-339, CST-339**Applies to requirement(s): Humanities; Multicultural Perspectives**K. J. Brown**Prereq: ENGL-199 or AFCNA-200.***ENGL-345 Studies in American Literature****ENGL-345HJ Studies in American Literature: 'Henry James on Film'***Fall. Credits: 4*

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

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**D. Weber**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from the department.**Notes: meets English department seminar requirement*

**ENGL-345RG Studies in American Literature: 'Race, Region & Ethnicity in Modern American Literature'***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Humanities**The department**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from English beyond the 100 level.**Notes: does not meet English department seminar requirement***ENGL-345RW Studies in American Literature: 'Richard Wright: Career and Influence'***Not Scheduled for This Year. Credits: 4*

The first half of this seminar examines the major works of Richard Wright, including *Uncle Tom's Children*, *12 Million Black Voices*, *Native Son*, *Black Boy*, and *Black Power*. The second half explores Wright's literary influence along with his political legacy to a range of modern and contemporary authors, including Zora Neale Hurston, Chester Himes, James Baldwin, and Toni Morrison.

*Applies to requirement(s): Humanities**The department**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from the department.**Notes: meets English department seminar requirement***ENGL-346 Irish Gothic***Not Scheduled for This Year. Credits: 4*

This advanced seminar will study the gothic as a genre and as a malleable yet persistent discursive site in Irish literary and political tradition. From the eighteenth century to the present, the gothic has been used to explore aspects of Irish history, in particular colonialism. The course will focus on texts that engage with three primary problems that the Irish gothic is used to explore: violence and terror, famine, and vampirism as a political metaphor. We will read novels, short fiction, poetry, and archival newspaper writing, including work by Maturin, Edgeworth, Lady Wilde, Mangan, LeFanu, Stoker, Joyce, Bowen, Enright, Deane, Boland, and Heaney.

*Crosslisted as: CST-346**Applies to requirement(s): Humanities**A. Martin**Instructor permission required.**Advisory: online application required**Notes: meets English department 1700-1900 requirement; meets English department seminar requirement***ENGL-347 Modern Urban British Novel***Not Scheduled for This Year. Credits: 4*

As London and the British novel enter the new millennium, both are sites of competing histories, traditions, and agendas. This course will map the city's progress from the center of an empire to a node in the global world's economy, and chart the twentieth-century novel's movement from realism to postmodernism and beyond. Beginning by contrasting the realist London of Conan Doyle's *Sherlock Holmes* with Virginia Woolf's modernist version in *Mrs. Dalloway*, we will go on to trace the development of the post-1945 British novel.

*Applies to requirement(s): Humanities**N. Alderman**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English including ENGL-199/ENGL-200.**Notes: meets English department seminar requirement***ENGL-349 Cosmopolitanism***Not Scheduled for This Year. Credits: 4*

Nothing that is human can be alien to me." This is the motto of cosmopolitanism, a philosophy first formed by the Greeks, which emphasizes our common status as citizens of the world and urges us to value the universal as highly as the local. Today, this view can seem naïve: is it advisable, even possible, to privilege absent strangers and lofty ideals above the needs of those nearby? This course considers the promise and perils of cosmopolitanism through the lens of contemporary transnational literature-through representations of immigration, asylum, transnational capital, tourism, terrorism, and environmentalism. Authors may include Rushdie, Naipaul, Coetzee, Adichie, Hemon, and Bulawayo.

*Applies to requirement(s): Humanities; Multicultural Perspectives**S. Roychoudhury**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English.**Notes: does not fulfill the English department's seminar requirement***ENGL-350 Studies in African American Literature****ENGL-350TM Topics in African American Literature: 'Toni Morrison'***Not Scheduled for This Year. Credits: 4*

This course will examine the work and the centralized black world of the last American Nobel laureate in literature, Toni Morrison. Morrison is the author of eleven novels and multiple other works, including nonfiction and criticism. In a career that has spanned over forty years and has informed countless artists and writers, Morrison's expansive cultural reach can hardly be measured accurately. In this course we will endeavor to critically analyze the arc and the import of many of Morrison's writings. Readings include: *The Bluest Eye*, *Sula*, *Song of Solomon*, *Jazz*, *Playing in the Dark*, *Paradise*, and *A Mercy*.

*Crosslisted as: AFCNA-341TM**Applies to requirement(s): Humanities; Multicultural Perspectives**C. Bailey**Prereq: ENGL-199.**Notes: meets English dept seminar requirement*

**ENGL-351 Sex, Race, and the Visual***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: AFCNA-351**Applies to requirement(s): Humanities; Multicultural Perspectives**K. J. Brown**Prereq: ENGL-199 or ENGL-200.***ENGL-352 Caribbean Literature in the Age of Globalization***Fall. Credits: 4*

This course offers a comprehensive study of selected Caribbean drama, prose, and poetry from the three major linguistics blocs. We will read works published since 1970 that explore central themes such as the enduring impact of slavery and colonization, resistance movements, global migration and diasporic experiences, the constructions of gender, and the importance of history and memory. This course also engages deeply with form, particularly the role of orature, performance, and global popular cultures in the shaping of literary aesthetics. We will read the literary works of writers such as Dionne Brand, Maryse Conde, Edwidge Danticat, and Marlon James.

*Crosslisted as: AFCNA-352**Applies to requirement(s): Humanities; Multicultural Perspectives**C. Bailey**Prereq: AFCNA-200 or ENGL-199.***ENGL-353 Readings in Literary Biography***Spring. Credits: 4*

Biography is both a literary genre and a mode of literary scholarship. This course will explore some varieties of the biographical impulse in both fiction and nonfiction. We will begin with eighteenth-century models: Samuel Johnson and James Boswell. Then we will examine Freud's influence on Bloomsbury writers like Lytton Strachey and Virginia Woolf. We will conclude with experiments in biography by writers such as Gertrude Stein and Janet Malcolm, along with some attention to biographical writing today.

*Applies to requirement(s): Humanities**C. Benfey**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from the department.**Notes: meets English department seminar requirement***ENGL-354 Vindicated: The Wollstonecraft-Shelley Circle***Not Scheduled for This Year. Credits: 4*

The dynamic mother-daughter duo of Mary Wollstonecraft and Mary Shelley is often read as part of the "Godwin-Shelley circle," a cadre of writers circulating around their respective literary husbands. This course will place them at the center of literary innovation, examining their expansive work in multiple genres. Asking what it means to be ardent and provocative women writers during this period, we will discuss their radical politics, their gender theories, and their ideas about literature intervening in the public sphere. We will also consider short pieces by others in their circle, potentially including Godwin, P. Shelley, Mary Hayes, Mary Robinson, Claire Claremont, and Byron.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**K. Singer**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English.**Notes: meets English department 1700-1900 requirement; meets English department seminar requirement***ENGL-362 The Bloomsbury Group***Fall. Credits: 4*

This seminar will examine the Bloomsbury Group, the most important British cultural formation in the first half of the twentieth-century. The group included artists, art critics, biographers, economists, literary critics, novelists, philosophers and translators such as Vanessa Bell, E. M. Forster, John Maynard Keynes, George Moore, Bertrand Russell, Lytton Strachey, and Virginia Woolf. We will emphasize the ways in which they sought to dismantle the artistic, political, and sexual repressions of the Victorian period and to replace them with new forms of art, community, and society.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**N. Alderman**Prereq: 8 credits in the English department.**Notes: meets English department's seminar requirement***ENGL-366 Love, Sex, and Death in the Anthropocene, or Living Through the Age of Climate Disaster***Not Scheduled for This Year. Credits: 4*

The "Anthropocene" has been defined as the era when humans exert change on the earth's climate, but this term has become a dynamo for theories, political discussions, and art about man's anthropocentric relation to the nonhuman world. This course will read theories of the Anthropocene alongside artistic contemplations of the shifting, ethical relations among humans, animals, and other beings of the world. How are we to live, die, and reproduce ourselves in a time when we have egregiously affected the earth? How does the critique of anthropocentrism shift our understanding of sex, gender, race, and the nonhuman? Finally, how does art speak within political conversations of climate change?

*Crosslisted as: CST-349AN**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Singer**Prereq: 8 credits in English or Critical Social Thought.**Notes: meets English department's seminar requirement*



**ENGL-367CM Topics in Film Studies: 'Cinematic Masculinities in Contemporary American Film, 1970-present'**

*Not Scheduled for This Year. Credits: 4*

Film critics Manohla Dargis and A.O. Scott contend that "movies may be male dominated, but images of men are surprisingly narrow." This course both explores various constructs of postmodern American masculinity as they are portrayed and disseminated through contemporary film, and seeks to understand some of what is at stake (culturally, ideologically, economically) in perpetuating certain cinematic archetypes. Of particular relevance to our investigation are the ways in which film yokes masculinity to race, gender, and class. Films include *The Deer Hunter*, *The Godfather*, *The Big Lebowski*, *Boyz in the Hood*, *Paris is Burning*, *Fight Club*, and *Moonlight*.

*Crosslisted as: FLMST-320CM*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*A. Rodgers*

*Restrictions: This course is open to juniors and seniors*

*Prereq: ENGL-199 or FLMST-201.*

*Notes: fulfills English department's seminar requirement*

**ENGL-373 Women in American Literature**

**ENGL-373DH Women in American Literature: 'Desperate Housewives in 19th- through early 20th-century American Literature'**

*Spring. Credits: 4*

This course will explore visual and literary images of nineteenth through early 20th-century marriage and motherhood. Discussion of Virginia's Woolf's 'A Room of One's Own' and Barbara Welter's essay 'The Cult of True Womanhood' will serve as the springboard for our focus on representations of women in the home. We will incorporate a visit to the art museum, and will analyze film adaptations of some of the texts we read. The course will focus primarily on American literature, film, and art, with the exception of Ibsen's *A Doll's House*; selected written texts will include works by writers such as Hawthorne, James, Stowe, Gilman, Freeman, Chopin, Hurston, and Wharton.

*Crosslisted as: GNDST-333DH*

*Applies to requirement(s): Humanities*

*L. Glasser*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits from the English department.*

*Notes: meets English department 1700-1900 requirement; meets English department seminar requirement*

**ENGL-373NT Women in American Literature: 'A Landscape of One's Own: Nature and Gender in American Literature (Nineteenth and Twentieth Century)'**

*Not Scheduled for This Year. Credits: 4*

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. With Thoreau as our springboard, we will focus on women who told the stories of their lives in the context of islands, deserts, prairies and forests of the United States.

*Crosslisted as: GNDST-333MM, ENVST-373WN*

*Applies to requirement(s): Humanities*

*L. Glasser*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits from the English department.*

*Notes: meets English department 1700-1900 requirement; meets English department seminar requirement*

**ENGL-374 Hitchcock and After**

*Spring. Credits: 4*

This course will examine the films of Alfred Hitchcock and the afterlife of Hitchcock in contemporary U.S. culture. We will interpret Hitchcock films in a variety of theoretical frames, including feminist and queer theories, and in shifting historical contexts, including the Cold War. We will also devote substantial attention to the legacy of Hitchcock in remakes, imitations, and parodies. Hitchcock films may include *Spellbound*, *Strangers on a Train*, *Rear Window*, *Vertigo*, *North by Northwest*, *Psycho*, *The Man Who Knew Too Much*, *Marnie*, and *The Birds*; additional works by Brooks, Craven, and De Palma. Readings in film and cultural theory; screenings at least weekly.

*Crosslisted as: FLMST-380HA*

*Applies to requirement(s): Humanities*

*E. Young*

*Prereq: 4 credits in Film Studies and 4 credits in English.*

*Notes: meets English Department seminar requirement*

**ENGL-381 Film Melodrama and Horror**

*Not Scheduled for This Year. Credits: 4*

An examination of classic and contemporary works in two important film genres, melodrama and horror. Topics of particular interest: affinities as well as contrasts between genres; feminist analyses and uses of genre; normative and alternative representations of sexualities; genre and the representations of race; spectatorship and the production of affect - tears and screams - by these genres. Extensive readings in film studies and cultural theory. Directors may include Almodóvar, Cronenberg, Curtiz, DePalma, Hitchcock, Kent, Lee, Onwurah, Polanski, Ray, Romero, Sirk, Vidor, and Whale.

*Crosslisted as: FLMST-360MH*

*Applies to requirement(s): Humanities*

*E. Young*

*Prereq: 4 credits in Film Studies and 4 credits in English.*

*Notes: enrollment may be limited; fulfills the English department's seminar requirement*

**ENGL-382 Topic****ENGL-382PW Topic: 'Once More With Feeling: Intimacies and Affects in a Posthuman World'***Spring. Credits: 4*

Affect theory offers a varied and rich critical language to explore how emotion circulates within and among human bodies-and nonhuman ones as well. If emotions operate through bodily changes and chemical exchanges, then animals and nonhumans might similarly be seen as bodies replete with affective materials in motion and at rest. In this course we will read through an array of affect theory from cognitive science, animal studies, and posthumanist debates on the affect of objects. We will consider how humans know what they feel (and when), how animals love, how forests think, and how affects might cross human and nonhuman boundaries.

*Crosslisted as: CST-349PW**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: Prior experience with theory is helpful but not necessary.**Notes: meets English Department seminar requirement***ENGL-383 Reading James Joyce***Not Scheduled for This Year. Credits: 4*

This course will include all of James Joyce's major works: *Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and *Finnegans Wake* (extracts). Students will be encouraged to explore the oral, interpretative, performative, and musical aspects of Joyce's writing. The texts will be explored in the context of politics and colonialism, and will be contextualized through discussions of modernism, postmodernism, and the Irish literary tradition.

*Applies to requirement(s): Humanities**K. O'Callaghan**Restrictions: This course is open to juniors and seniors**Advisory: English 217BF, English 324, and/or English 346 highly recommended**Notes: meets English department seminar requirement***ENGL-392 Advanced Topics in English****ENGL-392DP Advanced Topics in English: 'Jews, Difference, and Partnering in American Literature'***Spring. Credits: 4*

This course considers how American literature has depicted Jews partnering with non-Jews. Jewish culture has engaged this question across centuries, languages, literary genres, and national borders, but in this class we'll focus on American Jewish experiences, and their intersections with other cultural traditions. We'll also embark from the premise that the most popular canonical portrayals of American Jewish exogamy (out-group partnering) couple white Jewish men with non-Jewish white women - juxtapositions that offer a more limited range of American Jewish experiences than stories that more fully explore the diversity of Jews and non-Jews in the United States.

*Crosslisted as: JWST-350DP**Applies to requirement(s): Humanities; Multicultural Perspectives**E. Bromberg***ENGL-394 Advanced Topics in English****ENGL-394MN Advanced Topics in English: 'Music and the Irish Novel' Spring. Credits: 4**

Music and the Irish Novel introduces students to Irish novelists from the twentieth and twenty-first centuries. In these novels music plays a significant role, as a thematic, formal, or aesthetic inspiration. Traditional, opera, ballads, jazz, classical, pop, and contemporary music; all play a role in this literature. What do we mean when we say that a language, or a piece of literature, is "musical"? Why do writers of contemporary historical fiction favor musical references? This intertextual link will lead to inquiries into the role of music in prose fiction, and in particular in the Irish novel.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. O'Callaghan**Restrictions: This course is open to juniors and seniors**Advisory: ENGL-217BF, ENGL-324, and/or ENGL-346 highly recommended**Notes: meets English department seminar requirement***Independent Study**

Students with special interests, adequate preparation, and a capacity to work well on their own may apply for independent study, either ENGL-295 or ENGL-395. An application for independent study must be submitted the semester prior to which the work will be completed. For more information, visit this page: [https://www.mtholyoke.edu/acad/english/independent\\_study](https://www.mtholyoke.edu/acad/english/independent_study). Note: ENGL-295 and ENGL-395 do not count toward the completion of the English major or minor.

Sophomores, juniors, and seniors may take ENGL-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 ENGL-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 ENGL-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.

**ENGL-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ENGL-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

# Entrepreneurship, Organizations, and Society

## Overview and Contact Information

Every one of us must ask what can I do and what we can we do as a community to frame the vexing problems of our time, find collaborators and together explore and discover solutions.

The interdisciplinary minor in Entrepreneurship, Organizations, and Society (EOS) offers students a knowledge framework and practical competencies to make a positive contribution to communities, locally and globally.

Envisioning socially impactful action requires an understanding of problems from multiple perspectives, of difference along multiple axes, of the dynamics of organizations, and of individual and collective agency in social context. And advancing solutions demands creative thinking, resilience and risk-taking, collaboration with multiple stakeholders, and command of basic business practices.

In EOS, students learn to develop such understandings and competencies through engagement in four subject areas, applied learning experiences, and connections with practitioners in the field.

The curriculum consists of four subject areas:

1. Entrepreneurship
2. Organizations and Power
3. Structures of Inequality
4. Financial Analysis

Students minoring in EOS choose one approved course from each of the four areas, with one course at the 300 level. We strongly encourage students to integrate their course work with applied learning experiences and to interact with practitioners in their field. Student should select a coherent set of courses and applied learning experiences that fit their specific interests and aspirations. We urge students to seek advice from the member of the EOS committee who best matches their interest.

See Also:

- Nexus in Global Business (p. 221)
- Nexus in Nonprofit Organizations (p. 284)

## Contact Information

Eva Paus, Chair

<https://www.mtholyoke.edu/acad/eos>

## Faculty

**This area of study is administered by an interdisciplinary committee:**

Becky Packard, Professor of Psychology and Education, On Leave 2018-2019

Eva Paus, Professor of Economics

Michael Robinson, Professor of Economics

Preston Smith II, Professor of Politics

Eleanor Townsley, Andrew W. Mellon Professor of Sociology; Director of Nexus

Patricia Banks, Associate Professor of Sociology, On Leave 2018-2019

Catherine Corson, Miller Worley Associate Professor of Environmental Studies; Leslie and Sarah Miller Director of the Center for the Environment

Tian Hui Ng, Orchestra Director; Associate Professor of Music, On Leave 2018-2019

Ali Aslam, Assistant Professor of Politics

Rick Feldman, Lecturer in Entrepreneurship, Organizations and Society; Entrepreneurship Coordinator

Thomas White, Visiting Professor in Philosophy

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
	One course in Area One: Entrepreneurship	4
	One course in Area Two: Organizations and Power	4
	One course in Area Three: Structures of Inequality	4
	One course in Area Four: Financial Analysis	4
Of the four courses, one must be at the 300 level		
Total Credits		16

## EOS Course Offerings

### EOS-210 Opportunities and Impacts

*Fall. Credits: 4*

In this foundation course, the class will select and confront four major global problems having local instances from a list of possible subjects such as aging, health care, education, food and housing security, employment, poverty, sustainability and environmental health, and crime. Students working in teams will then learn to analyze those problems, assess the opportunities for solutions that emerge, design initial solutions, and configure projects that allow for the implementation of those solutions. Students work in teams, developing and learning about solutions with local organizations engaged in addressing similar global/local problems. The course will utilize texts, short lectures and discussions, video, guest presentations, in-class ideation exercises, and team presentations.

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

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*R. Feldman*

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

**EOS-229 Enterprise Startups and Social Entrepreneurship***Fall. Credits: 4*

This is a project-based experiential learning course teaching entrepreneurial teams to rapidly build, test, and cycle through models on the way to discovering and implementing an organization, designing and providing a product or service, and offering a solution to a global-to-local problem. Students will learn about and engage in the creation and building process, while exploring and discovering key issues in social impact, organizations and groups, creative solutions, economics, and finance. The course will adapt the Lean LaunchPad methodology, involve case-studies, and provide research and analytical articles.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**R. Feldman**Restrictions: Course limited to sophomores, juniors and seniors***EOS-239 Fundamentals of Business Organizations and Finance***Fall. Credits: 4*

Students will create and manage organizations, learn from topical lectures, readings and case studies, and hear from guest speakers. The course will cover core organizations: not-for-profits, "C" corporations, "S" corporations, partnerships, and the LLC (limited liability company) plus special variations like workers cooperatives and social venture variations known as benefit corporations and L3C companies. Students will also learn how to analyze and present financial information and gain competency with basic spreadsheets and analytical tools. Finally, students will consider organizations in their social contexts, discussing the relationship of organization types to social issues at global and local scales.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive**R. Feldman**Restrictions: Course limited to sophomores, juniors and seniors***EOS-249 Ethics in Entrepreneurship and Business***Spring. Credits: 4*

What are the special challenges of obligation and responsibility that individuals, businesses and other organizations face in a complex global environment? We explore these questions using applied philosophical ethics from the traditional approaches to moral philosophy (studying the ethical character of both actions themselves and the results of those actions) and the more recent ethics of care. We apply these ethical considerations in different cases and contexts of individual decision-making and the choices and dilemmas that businesses and other organizations face.

*Crosslisted as: PHIL-260EB**Applies to requirement(s): Humanities**T. White***EOS-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***EOS-310 Social Entrepreneurship Capstone***Spring. Credits: 4*

This course is for students and teams ready to prepare for and enter the round of entrepreneurship competitions in the spring (Draper Competition, Valley Venture Mentors, MHC Pitch, Grinspoon, and the MHC Innovation Impact Grants). It will provide a more focused and intense opportunity to learn more about entrepreneurship from research, case studies, and project-based experience, taking students' ideas closer to full realization and implementation. This course covers greater detail of every component: market analysis, customer and stakeholder development, problem analysis and solution design, financial planning and monitoring, pricing, and organization, all focused on creating social enterprises.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive**R. Feldman**Prereq: EOS-210 or EOS-229.***EOS-349NQ Topic: 'Organizations and Inequality'***Spring. Credits: 4*

In Organizations and Inequality, we analyze how organizations create, reproduce, and also potentially challenge social inequalities. Drawing on different organizational perspectives, students will engage the challenges of ethical action in a complex world marked by competing rationalities and deep inequalities. Students will also research an organization of which they are a member and develop their own case study.

*Crosslisted as: SOCI-316NQ**Applies to requirement(s): Social Sciences**E. Townsley**Prereq: SOCI-123.***EOS-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Courses Counting toward the Minor in Entrepreneurship, Organizations, and Society

A student minoring in EOS must take one course from each subject area, with at least one course at the 300 level.

### Area One: Entrepreneurship

Being an entrepreneur in today's rapidly changing world requires the ability to apply critical, analytical and creative thinking to the global and local problems at hand, process large amounts of information from a range of knowledge areas, work in teams, assess financial resource requirements and feasibility, and communicate effectively. In these courses, students start to develop these capabilities.

Code	Title	Credits
<b>Economics</b>		
ECON-249EN	Topics in Economics: 'Global Entrepreneurship'	4
<b>Environmental Studies</b>		
ENVST-233CS	Topics in Environmental Studies: 'Introduction to Environmental Entrepreneurship: Campus Sustainability'	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-210	Opportunities and Impacts	4



EOS-229	Enterprise Startups and Social Entrepreneurship	4
EOS-310	Social Entrepreneurship Capstone	4

## Area Two: Organizations and Power

Organizations are central structures of society. Nonprofits, public institutions, and private businesses are all shaped by the particular histories, legal traditions, and relationships of power in different societies. To function well in organizations and leverage them to affect social needs, students need to understand the roles of different types of organizations, hierarchies of power, regulatory frameworks, social impacts, and ethical decision-making in organizational structures. These courses provide students with such understandings.

Code	Title	Credits
<b>Economics</b>		
ECON-280	Non-Profit Business Practice	4
ECON-345	Corporate Governance	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-249	Ethics in Entrepreneurship and Business	4
EOS-349NQ	Topic: 'Organizations and Inequality'	4
<b>Politics</b>		
POLIT-248GR	Topics in Politics: 'Grassroots Democracy'	4
<b>Sociology</b>		
SOCI-316NQ	Special Topics in Sociology: 'Organizations and Inequality'	4
SOCI-316SY	Special Topics in Sociology: 'The Business of Culture: Marketing & Selling Symbolic Goods'	4

## Area Three: Structures of Inequality

To effect positive change, students need to understand the structures of inequality underlying many of the problems they aim to address. In these courses, students learn how systemic forces shape inequality along different axes (e.g., race, class, gender, sexuality, religion, and nationality), and how individual, collective and government actions interact with these dynamics in pursuit of greater social justice.

Code	Title	Credits
<b>Economics</b>		
ECON-314	Economic Development in the Age of Contested Globalization	4
<b>Environmental Studies</b>		
ENVST-210	Political Ecology	4
ENVST-242	Global-Local Inequality and the Environment	4
<b>Geography</b>		
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	4
GEOG-313	Third World Development	4
<b>History</b>		
HIST-214	History of Global Inequality	4
HIST-357	History of British Capitalism	4
<b>Politics</b>		
POLIT-302	Urban Policy	4
POLIT-354	Social Housing	4
<b>Spanish</b>		
SPAN-230SP	Identities & Intersections: An Introduction: 'Black Spain'	4

## Area Four: Financial Analysis

Assessing, accessing and effectively employing resources to address social needs are important elements of entrepreneurship. In these courses students learn and gain practice in understanding, analyzing and using financial resource information and processes.

Code	Title	Credits
<b>Economics</b>		
ECON-270	Accounting	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-239	Fundamentals of Business Organizations and Finance	4

## Environmental Studies

### Overview and Contact Information

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.

### Contact Information

Timothy Farnham, Chair

Laurie Kamins, Academic Department Coordinator

302 Clapp Laboratory

413-538-2898

<https://www.mtholyoke.edu/acad/environmental>

## Faculty

**This area of study is administered by the Department of Environmental Studies with participation from faculty members of related departments:**

Steven Dunn, Professor of Geology

Martha Hoopes, Professor of Biological Sciences

Girma Kebede, Professor of Geography

Thomas Millette, Professor of Geography; Director of the Geo-Processing Lab

Stan Rachootin, David and Lucy Stewart Professor of Biological Sciences, Teaching Spring Only

Lauret Savoy, David B. Truman Professor of Environmental Studies

Alan Werner, Professor of Geology

Alexi Arango, Associate Professor of Physics

Kate Ballantine, Associate Professor of Environmental Studies

Catherine Corson, Miller Worley Associate Professor of Environmental Studies; Leslie and Sarah Miller Director of the Center for the Environment

Christine DeLucia, Associate Professor of History, On Leave 2018-2019

Timothy Farnham, Associate Professor of Environmental Studies

Michelle Markley, Associate Professor of Geology

Jennifer Albertine, Visiting Lecturer in Environmental Studies

Kevin Surprise, Visiting Lecturer in Environmental Studies

## Requirements for the Major

A minimum of 56 credits:

Code	Title	Credits
ENVST-100	Introduction to Environmental Studies	4
<b>Science course with Laboratory: All majors must take a 100-level science course with lab which positions them for the 200-level natural science core courses they will take.</b>		4
<b>The Core: five Courses at the 200 Level, from the approved ENVST course lists. These must all be, if not ENVST courses, from different disciplines. Of these:</b>		
One course must be either:		4
ENVST-200	Environmental Science	
BIOL-223	Ecology	
GEOL-203	The Earth's Surface	
The second course must be another course, in a different department, from the approved Group A (natural science) list.		4
The third course must be either:		4
ECON-219	Environmental Economics	
ENVST-210	Political Ecology	
ENVST-241	Environmental Issues	
The fourth course must be a Humanities course from the approved Group B (humanities and social sciences) course list.		4
The fifth course must also be from the Group B course list, but may be either Humanities or Social Science, as long as it's from a different department.		4
<b>Area of Concentration:</b> <sup>1</sup>		
Seven courses (28 credits) at the 200 and 300 level in an area of concentration chosen by the student. <sup>1,2</sup>		20-28
A maximum of two of these courses may also be used to fulfill Core (Group A/Group B) 200-level requirements. <sup>3</sup>		
All majors must complete at least three (and sometimes four) 300-level courses within their area of concentration. (The number of 300-level courses depends on the concentration's requirements, which must be met in full.) <sup>4,5</sup>		
<b>Statistics: All majors must take an additional course in statistics. Choose from:</b> <sup>6</sup>		4
ECON-220	Introduction to Econometrics	
STAT-140	Introduction to the Ideas and Applications of Statistics	
STAT-240	Elementary Data Analysis and Experimental Design	
STAT-241	Methods in Data Science	
STAT-242	Intermediate Statistics	
<b>Senior Seminar: All majors must complete ENVST-390</b>		4
Total Credits		56-64

<sup>1</sup> Students must choose their concentration by advising period of the second semester of their sophomore year

<sup>2</sup> Lists of the specific courses required for each concentration are available from the environmental studies department office or website, or from any member of the environmental studies faculty. Other courses may be substituted if approved by the student's environmental studies advisor.

<sup>3</sup> Where appropriate and subject to advisor approval

<sup>4</sup> Independent study may be substituted for one of the required 300-level courses, with approval of advisor. Independent study cannot be substituted for ENVST-390.

<sup>5</sup> Note that many advanced courses have additional prerequisites that may not count toward core course credit for an environmental studies major.

<sup>6</sup> Individual concentrations may have additional statistics requirements.

## Additional Specifications

- Upon completing the major, students should have a solid working knowledge of those areas in the humanities, social sciences, and natural sciences that are related broadly to contemporary environmental issues. The prerequisites and intermediate courses provide necessary breadth and foundation. The advanced courses afford the opportunity to concentrate on a detailed exploration of a particular environmental topic.
- Environmental studies majors must choose an area of concentration around which to organize their advanced course work. The recommended concentrations (and advisors) are:
  - Conservation (Ballantine, Hoopes): The Conservation concentration allows students to focus on the science and policy behind conserving biodiversity and ecosystem function. (STAT-240/STAT-241/STAT-242 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. (STAT-240/STAT-241/STAT-242 is required for this concentration.)
  - Environment and Development (Corson, Farnham, Kebbede): 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 (Corson, Farnham): 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, Markley, 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, Farnham, Savoy): 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): 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.
- Self-designed concentrations require approval by the environmental studies chair.
- 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.
- Students who declare an environmental studies major automatically fulfill the College’s “outside the major” requirement.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
ENVST-100	Introduction to Environmental Studies	4
8 credits from the natural sciences (Group A) above the 100 level <sup>1</sup>		8
8 credits from the social sciences and/or humanities (Group B) <sup>1</sup>		8
Total Credits		20

<sup>1</sup> At least one course from Group A or Group B must be at the 300 level

## Additional Specifications

- These courses should be chosen from the list of approved courses. The list is included below and is also available at the department office or website or from any member of the environmental studies faculty. Other courses may be counted toward the minor, with the approval of the environmental studies department chair.
- Courses in the same department as the student’s major may not be counted towards the minor in environmental studies.

## Course Advice

In addition to courses in Environmental Studies, many courses for the major and minor in environmental studies are offered by other departments. A list of courses approved for both the major and minor in environmental studies appears below. It is also available at the department office or website, or from any member of the environmental studies faculty.

Appropriate courses taken at Amherst, Hampshire, or Smith colleges or the University of Massachusetts may be counted toward the major or minor with the approval of environmental studies advisor.

Courses taken at other colleges or universities, or through accredited field studies around the world, may also be counted toward the major or minor with the approval of environmental studies advisor. See individual concentrations for recommended off-campus programs.

## Selecting Initial Courses

Students interested in environmental issues should register for Introduction to Environmental Studies (ENVST-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:

Code	Title	Credits
BIOL-145	Introductory Biology	4
or BIOL-160	Integrated Introduction to Biology and Chemistry	
CHEM-101	General Chemistry I	4
or CHEM-160	Integrated Introduction to Biology and Chemistry	
GEOG-105	World Regional Geography	4
GEOG-107	Introduction to the Physical Environment	4
GEOL-103	Oceanography	4
GEOL-107	Environmental Geology	4
PHYS-100	Foundations of Physics	4
PHYS-104	Renewable Energy	4
PHYS-110	Force, Motion, and Energy	4
STAT-140	Introduction to the Ideas and Applications of Statistics	4

A 100-level science course with lab is a required prerequisite for the 200-level science courses that environmental studies majors and minors must take as Group A core courses. A course in statistics — STAT-140, STAT-240, STAT-241 or STAT-242, or ECON-220 (depending on one’s concentration within the major) — is also a requirement of the major.

## Intermediate Courses

Intermediate courses for the major and minor and for the student’s selected concentration should be chosen from the list of courses approved by the environmental studies faculty. Other courses may be counted toward this requirement with the approval of environmental studies advisor.

## Advanced Courses

All majors must complete ENVST-390, and complete the other 300-level requirements required by their concentration. Independent study (ENVST-395) may be substituted for one of the required advanced courses (though not ENVST-390), with approval of advisor.

## ENVST Course Offerings

### ENVST-100 Introduction to Environmental Studies

*Spring. Credits: 4*

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

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

*K. Ballantine, T. Farnham*

### ENVST-104 Renewable Energy

*Spring. Credits: 4*

We will examine the feasibility of converting the entire energy infrastructure of the US from one that is dependent on fossil fuels to one that utilizes mostly renewable sources of energy. We will examine the potential scale of energy production and the associated costs, natural resource requirements and land usage needs for both renewables, such as solar, wind and biofuel, and non-renewables, such as coal, natural gas, petroleum and nuclear. By applying extensive use of basic algebra and an elementary understanding of the physical processes underpinning each energy technology, we will arrive at a number of urgent conclusions about the challenges facing our energy infrastructure.

*Crosslisted as: PHYS-104*

*Applies to requirement(s): Math Sciences*

*A. Arango*

### ENVST-150 Introductory Topics in Environmental Studies

#### ENVST-150DV Introductory Topics in Environmental Studies:

##### 'Introduction to the Histories and Theories of Development'

*Fall. Credits: 4*

What is so compelling about the idea of development? Why does it fail much of the global south? Do colonialism and capitalism have anything to do with it? Why do hunger, poverty, inequality, unemployment, and ecological crises persist in the so-called developed world? What are the parameters of the proposed solutions to underdevelopment such as neoliberal market reforms versus those of alternative models? What are the connections between development and environmental issues? development and war? Can development be sustainable? Are gender and race incidental or central to these issues? This course engages these questions through readings, lectures, discussions, and writing assignments.

*Applies to requirement(s): Social Sciences*

*K. Surprise*

### ENVST-181 From Local to Global: Food Justice and the Challenge of Feeding 10 Billion People

*Fall. Credits: 4*

Humans currently produce enough food to feed the 7.6 billion people on Earth. Despite this fact, 815 million people went hungry in 2017 and this number is on the rise. With a growing population, we will need to increase food production, but first we must fix our current food system and ensure equitable food access for all peoples. This class will frame the problem at the local and global scales by covering topics including: food security; food sovereignty; food justice; and the connections between race, food, and health. We will then investigate how to create an equitable and sustainable food system, with a focus on urban community gardening in cities and towns close to Mount Holyoke.

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

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

*J. Albertine*

*Notes: This course will include field trips on Friday afternoons. This course can be taken for 200-level credit through a community-based learning optional component.*

### ENVST-200 Environmental Science

*Fall. Credits: 4*

Most of the environmental challenges we face are complex and interdisciplinary in nature. This course introduces students to the scientific principles, concepts, and methodologies required to both understand the interrelationships of the natural world, as well as to identify and analyze environmental problems and think critically about alternative solutions for addressing them. Key concepts from ecology, biogeochemistry, and other scientific fields inform our study of climate change, water resources, soil sustainability, food production, and other topics. Fundamental and emerging issues are examined using regional case studies, hands-on problem solving, and field and laboratory experiments.

*Applies to requirement(s): Math Sciences*

*K. Ballantine*

*Prereq: One 100-level lab science. Coreq: ENVST-200L.*

*Advisory: One course in statistics is recommended.*

### ENVST-210 Political Ecology

*Fall and Spring. Credits: 4*

This course will explore the historical, political, economic, social, and cultural contexts in which human-environment interactions occur. We will cover critical topics and trends in the field of political ecology, from its early manifestations to more recent expansions. Using case studies from the global south and north, we will discuss factors that shape social and environmental change across scales from the personal to the global, and we will examine the role of gender, race, class, and power in struggles over resources. Students will become familiar with the academic debates in which political ecologists are engaged, and they will apply the concepts discussed in a case of their choice.

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

*Other Attribute(s): Writing-Intensive*

*K. Surprise*

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



**ENVST-233 Topics in Environmental Studies****ENVST-233AE Topics in Environmental Studies: 'Philosophical Issues Concerning Animals'***Not Scheduled for This Year. Credits: 4*

Who are non-human animals? In this course, we will think about this question and others – specifically about the ethical relationship "human animals" have to these beings. We will ask such questions like: What are the philosophical – especially the ethical – implications of the scientific research on non-human animals? What determines the quality of life of any animal – human or nonhuman? What obligations do we have to non-human animals? Our answers to these questions will have implications for human businesses, our diet, our pets, our legal system, and, ultimately, how we think about ourselves as 'human animals.' The course format consists of lecture, discussion, regular writing and the possibility of a class presentation.

*Crosslisted as: PHIL-250AE**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**T. White***ENVST-233CS Topics in Environmental Studies: 'Introduction to Environmental Entrepreneurship: Campus Sustainability'***Spring. Credits: 4*

Mount Holyoke has recognized our role in global resource use and has a strong sustainability mission, with the goal to become carbon neutral by 2037. This course is a project-based experiential learning course that will use the Mount Holyoke campus as a case study to find solutions. Entrepreneurial teams will identify environmental hotspots on campus through use of existing datasets as well as collect additional needed data. We will then identify solutions that can be implemented over the short-term and at minimal cost to increase campus sustainability as well as identify larger projects for the future. Students will use entrepreneurship methods to assess projects for cost and feasibility.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**J. Albertine**Prereq: Any 100-level ENVST course, or any EOS course, or FYSEM-110PH.**Coreq: ENVST-233CSL.***ENVST-233ET Topics in Environmental Studies: 'Environmental Ethics'***Not Scheduled for This Year. Credits: 4*

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?

*Crosslisted as: PHIL-260ET**Applies to requirement(s): Humanities**The department***ENVST-233RV Topics in Environmental Studies: 'Rivers'***Spring. Credits: 4*

In this course, you will think like a river scientist, evaluate societal issues related to rivers, and learn to communicate these points to a general audience. The course is organized around broad topics in river science: floods, deltas, groundwater, river ecology, channel migration, and river infrastructure. Case studies will look at specific dam removals, recent destructive floods, and river restoration projects.

*Crosslisted as: GEOL-241RV**Applies to requirement(s): Meets No Distribution Requirement**V. Leung**Prereq: Any science, math, or geography course.***ENVST-237 Native American History Through 1865***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: HIST-235**Applies to requirement(s): Humanities; Multicultural Perspectives**The department***ENVST-240 The Value of Nature***Spring. Credits: 4*

Through this seminar, students develop an in-depth knowledge of and articulate vocabulary for the significant and diverse ways that humans value the natural world - utilitarian, scientific, aesthetic, naturalistic, symbolic, ethical, and spiritual. We use these different typologies of human environmental values as frameworks for readings and discussion, extending our examination to historical and cultural variations in values, competing perspectives of the natural world, and other value concepts, including intrinsic and transformative value. We examine the concept of biophilia and probe the role values play in the concern over losses of biological diversity and its implications.

*Applies to requirement(s): Humanities**T. Farnham**Prereq: ENVST-100.***ENVST-241 Environmental Issues***Not Scheduled for This Year. Credits: 4*

In this course, we will explore the different facets of numerous environmental policy issues and review the substantive aspects, legal themes, and regulatory structure of the major federal environmental laws. The laws covered in this course include the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, the Endangered Species Act, and others. The course objectives are for the student to learn the basic regulatory characteristics of the major laws and to become well-versed in the current environmental issues which we will focus upon throughout the semester, such as global climate change, ocean degradation, energy resources, and biodiversity loss.

*Applies to requirement(s): Meets No Distribution Requirement**T. Farnham**Prereq: ENVST-100, or ENVST-150PH, or ENVST-150DV.*

**ENVST-242 Global-Local Inequality and the Environment***Spring. Credits: 4*

This course will engage students in thinking about the dynamic relationship between inequality and the environment. We will examine some of the major theories, paradigms, concepts, policies, and programs that analyze, explain, predict or attempt to affect change in the global South. As we discuss the evolution of development theories and practices over time, we will reflect on how its theoretical underpinnings help us to understand policy and programmatic "successes" and "failures." The first part of the course introduces students to philosophical and theoretical debates about inequality and resource access, drawing on development theory to explore evolving approaches to integrate environment and development. We will consider complementary and contrasting perspectives about the causes of and solutions to global poverty and environmental degradation and reflect on how our assumptions shape what we "see" in specific sites, how we frame particular problems and what we suggest as solutions. As we trace approaches to sustainable development from global environmental politics to site-specific case studies, the second half of the course connects through a series of virtual conversations about inequality and the environment with the Mount Holyoke College program in Costa Rica.

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

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

*Prereq: One course in geography or one related social sciences course.*

**ENVST-243 Rural Prosperity in the African Past***Not Scheduled for This Year. Credits: 4*

This course seeks to understand what relationships engendered rural prosperity in African communities in the past, and what processes of change have led millions of rural people to abandon their homes and livelihoods to join flows of migrants to cities and other nations. We examine African patterns of production over the long term and the transformation of African agriculture in the last two centuries, considering famine, the social and political organization of access to productive resources, and the relationship of rural and urban communities. We ask how rural prosperity might be recreated in the 21st century.

*Crosslisted as: HIST-243, AFCNA-243*

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

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

*H. Hanson*

**ENVST-267 Reading and Writing in the World***Not Scheduled for This Year. Credits: 4*

An introduction to reading and writing about nature, this seminar will attempt an exchange across distinct approaches to observing and describing the world around us. Do lenses of culture, discipline, and gender determine how we see and experience nature, environment, and place? Course work will include reading such authors as N. Scott Momaday, Henry David Thoreau, bell hooks, Leslie Marmon Silko, Mary Oliver, Terry Tempest Williams, Wendell Berry, and Annie Dillard; field trips; and writing assignments—weekly field notes and journals, analytical papers, and personal essays.

*Crosslisted as: ENGL-267*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*L. Savoy*

*Instructor permission required.*

*Advisory: You must apply for admission to this course by completing the online application form*

**ENVST-271 Place and Power in the American West and Pacific World***Not Scheduled for This Year. Credits: 4*

The vast region of North America between the Mississippi River and Pacific Ocean has been a site of many migrations, conflicts, political transformations, and environmental changes. This course examines dynamic histories of Native American tribes, Euro-American "explorers" and colonists, cowboys and miners, Asian immigrant laborers, and mariners, all of whom helped create interior and oceanic worlds. It focuses on natural and human changes in specific locales, and also explores how public histories at these places shape the present and future.

*Crosslisted as: HIST-271*

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

*The department*

**ENVST-295 Independent Study***Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**ENVST-301 History of Energy***Not Scheduled for This Year. Credits: 4*

We live in an age of energy crises, in which the future of energy is questioned in countless headlines and Twitter feeds. Often our energy agony accompanies other assumptions about energy's past, in particular the idea that social change invariably follows the discovery of new energy technologies. From food to fuel cells, this colloquium charts a more complicated and interesting history, a history in which people have continually shaped and made meaningful the energies that fuel the modern world. It will be of particular interest to students in history and environmental studies and to those interested in the social study of science and technology.

*Crosslisted as: HIST-301HE*

*Applies to requirement(s): Humanities*

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

*D. Fitz-Gibbon*

**ENVST-315 Research, Ethics and Policy in Environmental Studies***Not Scheduled for This Year. Credits: 4*

Designed to promote curriculum-to-career, this hands-on course prepares students for independent research, research internships, or research careers. Students pick topics of interest and share weekly assignments. Over the course of the semester, we examine methods for designing research and for gathering and analyzing information, and we discuss using data to inform policy. We speak with Mount Holyoke alumnae who have conducted research during internships, for honors theses and independent study, or for policy institutes after graduating. Finally, we consider ethical issues, from gendered experiences to cross-cultural research, and students prepare institutional review board proposals. Students from various disciplines are welcome.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*C. Corson*

*Prereq: 8 credits of 200 level social science or humanities courses*

*Notes: Meets the ES politics and policy, environment and development, and conservation concentration requirements.*

**ENVST-316 Restoration Ecology***Not Scheduled for This Year. Credits: 4*

A key test of our ecological knowledge is whether we can successfully apply it to create or restore ecosystems that have been damaged or destroyed. As we take on the role of restoration ecologists this semester, we will use principles and methods of ecology, conservation biology, hydrology, soil science, and related disciplines to learn about the theory, practice, and politics of ecosystem restoration. This course emphasizes fieldwork, interdisciplinary teamwork, and ecological planning to evaluate and design restoration projects in our surrounding communities and regional landscapes. On a few occasions, meetings may last until 5:05 pm so that we can go on fieldtrips that are farther from campus.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Community-Based Learning**K. Ballantine**Prereq: ENVST-200 or at least 8 credits of 200 or 300-level laboratory science.***ENVST-317 Perspectives on American Environmental History***Fall. Credits: 4*

We explore the history of human-environment interactions in North America from precolonial times to the present from different cultural perspectives. How have such human activities as migration, colonization, and resource use depended on or modified the natural world? How have different cultural perceptions of and attitudes toward environment shifted through time and helped to reshape American landscapes? Case studies include ecological histories of Native America and Euro-America, slavery and land use, wilderness and conservation, and environmental racism and social justice. Our approach entails historical review of scientific studies, literature, visual records, and oral tradition.

*Crosslisted as: HIST-317**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Savoy**Instructor permission required.**Advisory: Priority given to juniors and seniors in ENVST, HIST, and GEOG.***ENVST-321 Conference Courses in Environmental Studies**

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

**ENVST-321CP Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'***Fall. Credits: 4*

Can an economic system predicated on infinite growth achieve sustainability on a finite planet? This question will likely define the twenty-first century. This course aims to grapple with this paradox, examining the relationships and tensions between the globally dominant form of economy - capitalism - and global climate change. We will explore the interwoven rise of capitalism and emergence of fossil fuel energy, as well as the global expansion of capitalism and the connections between resources, economic growth, and political power. We will engage with various theoretical approaches to capitalism-environment relations, such as metabolic rift theory, the second contradiction of capitalism, and the production of nature thesis. These theories provide insight into recent forms of capitalism (i.e. neoliberalism) and the increasing degradation and commodification of the environment. We end by studying contemporary debates, examining institutions and policies seeking to manage climate change from with liberal-capitalist frameworks, the emergence of the "green economy", and the politics of climate denialism, concluding with alternatives economies and the climate justice movement. This course will provide students with theoretical knowledge and analytical skills for understanding economy-environment relationships.

*Applies to requirement(s): Social Sciences**K. Surprise**Restrictions: Course limited to sophomores, juniors and seniors***ENVST-321HC Conference Courses in Environmental Studies: 'Human Health and Climate Change'***Spring. Credits: 4*

Climate change presents a global public health problem, with serious health impacts predicted to manifest in varying ways in different parts of the world. Through this course, we will investigate these health effects which include increased respiratory and cardiovascular disease, injuries and premature deaths related to extreme heat, weather, and other disaster events, and changes in the prevalence and geographical distribution of food- and water-borne illnesses and other infectious diseases. We will critically review the literature documenting recent and current impacts and predictions for the future. We will also look at solutions in place for adapting to these changes.

*Applies to requirement(s): Math Sciences**J. Albertine**Prereq: ENVST-200.*

**ENVST-321TX Conference Courses in Environmental Studies: 'Toxic Entanglements: Environmental (In)Justice in the United States'***Not Scheduled for This Year. Credits: 4*

Toxic water in Flint, Michigan. Oil pipelines through sacred sites in North Dakota. These manifestations of environmental injustice and inequality are only the most recent incarnations of larger legacies. Environments are never simply natural or given: they are imbued with unequal entanglements of gender, race, class, and power. Environmental justice asks questions about the ways in which environments are produced, and the relations of risk, harm, benefit, access, privilege, domination, oppression, and liberation therein. In this course, we will study the theory and practice of environmental (in)justice in the United States. We will briefly explore histories of environmental injustice in the U.S. (from colonization and slavery, to industrialization and pollution); past and current struggles over the siting of production facilities, toxic waste, and pollution; and recent events around water (be they floods, toxicity, or protection): Hurricane Katrina, Flint, and Standing Rock. We will pay particular attention to questions of food and justice, examining gender, race, and class in agricultural labor, corporate power in agribusiness, food deserts, food access/health and white privilege, and gender in alternative community food movements.

*Applies to requirement(s): Social Sciences**K. Surprise**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 4 credits from a related subject.***ENVST-335 Wetlands Ecology and Management***Spring. Credits: 4*

Although they cover ~0.6% of the earth's surface, wetlands perform more ecosystem services per hectare than any other ecosystem type. Alarming, over half of the earth's wetlands have been lost to agriculture and development. With these wetlands were also lost the valuable ecosystem functions wetlands perform. This course takes an interdisciplinary approach to examine the biogeochemical, ecological, societal, and regulatory aspects of wetland ecosystems. Group discussion of primary scientific literature, as well as independent experimental design and the writing of a research proposal are core components. Field trips will sometimes keep us until 5:05 pm, and will provide an opportunity to explore these fascinating ecosystems in person.

*Applies to requirement(s): Math Sciences**K. Ballantine**Prereq: ENVST-200 or at least 8 credits of 200- or 300-level laboratory science.***ENVST-337 Interdisciplinary Perspectives on Environment and Development***Not Scheduled for This Year. Credits: 4*

This course will engage students in interdisciplinary thinking about the dynamic relationship between environment and development. Focusing on specific case studies, we will consider complementary and contrasting perspectives about the causes of and solutions to global poverty and environmental degradation. We will examine how development theories and practices have changed over time, and we will reflect on how our assumptions shape what we "see" in specific sites, how we frame particular problems and what we suggest as solutions. The course is designed as a curriculum-to-career course in which students build practical skills for international development careers.

*Applies to requirement(s): Social Sciences**The department**Restrictions: This course is open to juniors and seniors***ENVST-338 History, Race, and the American Land***Not Scheduled for This Year. Credits: 4*

Environmental justice is a key concern today. Yet ties between "race" and environment in what is now the U.S. have existed for centuries. In this research seminar we will explore how this country's still-unfolding history, and ideas of race and nature, have marked the land, this society, and each of us as individuals. We will consider Indigenous, colonial European, and African senses of Earth; origins of placenames; contested terrains; migration and displacement; and other topics revealing the place of race. We'll examine often-unrecognized connections, such as the siting of the nation's capital and the economic motives of slavery. None of these links is coincidental and all touch us today.

*Crosslisted as: HIST-338**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Savoy**Restrictions: This course is open to juniors and seniors**Instructor permission required.**Prereq: ENVST-317.***ENVST-341 Science and Power in Environmental Governance***Not Scheduled for This Year. Credits: 4*

This course applies concepts from political ecology to study how governance, broadly defined, works in relation to the environment. Using case studies of international environmental issues, we will explore how people make decisions about the environment in a policy realm. We will discuss the role of various agents, such as governments, scientific bodies, and nongovernmental organizations, in the decision-making process. We will reflect on who has access to decisions; how scientific data is used; how environmental ideas become powerful; and how policies are legitimated. Armed with this information, we will consider how to advocate for global environmental sustainability and social equity.

*Applies to requirement(s): Social Sciences**The department**Restrictions: Course limited to sophomores, juniors and seniors***ENVST-342 Living in the Anthropocene: Development, Technology, Futures***Spring. Credits: 4*

The concept of the Anthropocene (the "human epoch") signifies that human activity has become the dominant physical force on the planet. Mainstream narratives envision three phases of the Anthropocene: industrial origins (1800 - 1950); global expansion and the nuclear age (1950 - 2000+); and an emergent third phase marked by massive shifts in land-use and biodiversity. This course undertakes a critical examination of the Anthropocene concept. We will analyze debates over geological demarcation, the term itself and the "anthropos" it embodies, and eco-modernist conceptions of a "good" Anthropocene. We aim to historically contextualize the socio-technical phases of the Anthropocene (industrial revolution, post-WWII global expansion, and contemporary globalization), situating them as processes emerging within a specific political-economic context (capitalism). Finally, we examine struggles over the socio-ecological entanglements shaping its future directions: urbanization, industrialized agriculture, genetic technology, and geoenvironment/Earth System management. This course explores what it means to live in an era where a subset of one species can determine the conditions of possibility for life on the entire planet.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Surprise**Restrictions: Course limited to sophomores, juniors and seniors*



**ENVST-343 Applied Environmental Geology***Not Scheduled for This Year. Credits: 4*

This field-based course focuses on assessing the environmental impact of applied road salt in two local hill towns. Each week we will leave campus to collect snow and water samples along the main road corridors for subsequent lab analysis. Because this course is all about road salt and snow we will brave the coldest and snowiest conditions to collect our samples. Each student will pursue their own independent research project but will work collaboratively with other students in the class.

*Crosslisted as: GEOL-343**Applies to requirement(s): Math Sciences**A. Werner**Prereq: GEOG-203 or ENVST-200. Coreq: ENVST-343L.**Advisory: Warm clothes and a good attitude are the main prerequisites for this course.***ENVST-373 Nature and Gender****ENVST-373WN Nature and Gender: 'a Landscape of One's Own: Nature and Gender in American Literature'***Not Scheduled for This Year. Credits: 4*

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. With Thoreau as our springboard, we will focus on women who told the stories of their lives in the context of islands, deserts, prairies and forests of the United States.

*Crosslisted as: ENGL-373NT, GNDST-333MM**Applies to requirement(s): Humanities**L. Glasser**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from the English department.***ENVST-377 Cartography and Exploration in Early North America***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: HIST-373**Applies to requirement(s): Humanities; Multicultural Perspectives**The department**Restrictions: This course is open to juniors and seniors**Notes: meets history department pre-1750 requirement***ENVST-390 Senior Seminar in Environmental Studies***Fall. Credits: 4*

This is the capstone course of the environmental studies major. The course explores linkages among the diversity of disciplines that contribute to the environmental studies major, illustrates how these disciplines that contribute to the environmental studies major are used in environmental decision making, enables students to inform one another's roles as environmentalists, and provides students with opportunities to develop individual and cooperative projects.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**T. Farnham**Restrictions: This course is limited to Environmental Studies majors.***ENVST-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Courses Approved as Core Intermediate Courses

**Group A: Natural Sciences**

Code	Title	Credits
<b>Biological Sciences</b>		
BIOL-200	Introductory Biology II: How Organisms Develop	4
BIOL-223	Ecology	4
BIOL-226	Evolution	4
BIOL-236TA	Topics in Biological Sciences: 'Biology of Terrestrial Arthropods'	4
BIOL-310	Invertebrate Zoology	4
BIOL-315	Behavioral Ecology	4
BIOL-321SC	Conference Course: 'Landscape Ecology'	4
BIOL-323	Plant Growth and Development	4
BIOL-325	Plant Diversity and Evolution	4
BIOL-331	Theory and Application of Conservation Biology	4
<b>Chemistry</b>		
CHEM-201	General Chemistry II	4
CHEM-202	Organic Chemistry I	4
<b>Environmental Studies</b>		
ENVST-200	Environmental Science	4
ENVST-233RV	Topics in Environmental Studies: 'Rivers'	4
ENVST-316	Restoration Ecology	4
ENVST-321HC	Conference Courses in Environmental Studies: 'Human Health and Climate Change'	4
ENVST-335	Wetlands Ecology and Management	4
<b>Geography</b>		
GEOG-205	Mapping and Spatial Analysis	4
GEOG-224	Atmosphere and Weather	4
GEOG-230	Environmental Soil Science	4
GEOG-342SC	Seminar in Geography: "Landscape Ecology"	4
<b>Geology</b>		
GEOL-201	Rocks and Minerals	4
GEOL-202	History of Earth	4
GEOL-203	The Earth's Surface	4
GEOL-211	Uranium	4

GEOL-227	Groundwater	4
GEOL-240	Geological Resources and the Environment	4
GEOL-241RV	Topics in Geology: 'Rivers'	4
GEOL-247	Environmental Modeling & Statistics	4
GEOL-342SC	Seminar in Geology: 'Landscape Ecology'	4

## Group B: Humanities and Social Sciences

### Humanities

Code	Title	Credits
<b>Art Studio</b>		

ARTST-267	Papermaking with Local Plants	4
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### English

ENGL-267	Reading and Writing in the World	4
ENGL-373NT	Women in American Literature: 'A Landscape of One's Own: Nature and Gender in American Literature (Nineteenth and Twentieth Century)'	4

### Environmental Studies

ENVST-233AE	Topics in Environmental Studies: 'Philosophical Issues Concerning Animals'	4
ENVST-233ET	Topics in Environmental Studies: 'Environmental Ethics'	4
ENVST-240	The Value of Nature	4
ENVST-267	Reading and Writing in the World	4
ENVST-271	Place and Power in the American West and Pacific World	4
ENVST-301	History of Energy	4
ENVST-317	Perspectives on American Environmental History	4
ENVST-338	History, Race, and the American Land	4
ENVST-373WN	Nature and Gender: 'a Landscape of One's Own: Nature and Gender in American Literature'	4

### Gender Studies

GNDST-333MM	Advanced Seminar: 'A Landscape of One's Own: Nature and Gender in American Literature (Nineteenth and Twentieth Century)'	4
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### History

HIST-301FH	Colloquium: 'Food and Hunger in the Modern World'	4
HIST-317	Perspectives on American Environmental History	4
HIST-332	Environmental History of China	4
HIST-338	History, Race, and the American Land	4

### Social Sciences

Code	Title	Credits
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### Environmental Studies

ENVST-210	Political Ecology	4
ENVST-237	Native American History Through 1865	4
ENVST-241	Environmental Issues	4
ENVST-242	Global-Local Inequality and the Environment	4
ENVST-315	Research, Ethics and Policy in Environmental Studies	4
ENVST-321CP	Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'	4

ENVST-321TX	Conference Courses in Environmental Studies: 'Toxic Entanglements: Environmental (In)Justice in the United States'	4
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ENVST-337	Interdisciplinary Perspectives on Environment and Development	4
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ENVST-341	Science and Power in Environmental Governance	4
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ENVST-342	Living in the Anthropocene: Development, Technology, Futures	4
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### Geography

GEOG-204	Human Dimensions of Environmental Change	4
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GEOG-208	Global Movements: Migrations, Refugees and Diasporas	4
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GEOG-210	GIS for the Social Sciences and Humanities	4
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GEOG-304UP	Planning and the Environment: 'Urban Planning'	4
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GEOG-313	Third World Development	4
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GEOG-319	Africa: Problems and Prospects	4
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### Geology

GEOL-326	Seminar: Global Climate Change	4
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### History

HIST-389	Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat	4
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### Latin American Studies

LATAM-389	Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat	4
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### Russian & Eurasian Studies

RES-242	Oil and Water Don't Mix: Geopolitics, Energy, and the Environment	4
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## Ethnomusicology

### Overview and Contact Information

The Five College Certificate Program in Ethnomusicology allows students interested in studying music from a multidisciplinary perspective to build bridges across departmental boundaries in a rigorous and structured manner, and to receive credit for their accomplishments, even while completing a major in another field.

In reflecting interdisciplinary trends in Ethnomusicology, students are encouraged to combine the certificate with degrees in various overlapping fields, such as Africana studies, anthropology, Asian studies, Asian American studies, cultural studies, European studies, gender studies, language studies, Latin American studies, religion, sociology, as well as other courses of study in music (composition, performance, jazz studies/improvisation, and musicology).

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

## See Also

- Music (p. 266)

## Contact Information

Olabode Omojola, Five College Professor of Music

[www.fivecolleges.edu/ethnomusicology](http://www.fivecolleges.edu/ethnomusicology) (<http://www.fivecolleges.edu/ethnomusicology>)

## Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
<b>Seven approved courses distributed as indicated in the following four categories, with no more than five courses from any one department/discipline:</b>		
Area Studies or Topics courses: at least two courses		
Methodology: at least two courses		
Performance: at least one course		
Additional Electives negotiated in consultation with the student's ethnomusicology advisor, including courses from related disciplines including: anthropology, sociology, history, or media studies; area studies fields such as Africana studies, Asian studies, or Middle East studies; or others related to a particular student's ethnomusicological interests		
<b>Total Courses</b>		<b>7</b>

## Additional Specifications

- 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.
- 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.
- A list of courses typically approved for the certificate is available on the program's website (<https://www.fivecolleges.edu/ethnomusicology/courses>).

## Film Studies

### Overview and Contact Information

Film studies at Mount Holyoke introduces students to the academic study of film and media from a variety of critical and disciplinary perspectives. Courses combine cultural, historical, formal, and theoretical analyses of films from a range of world cinematic traditions. In addition, some possibilities for the study of film/video production are available to students at the College and at the other Five College institutions.

## Contact Information

Robin Blaetz, Chair

Bridget Barrett, Academic Department Coordinator

201 Art Building

413-538-3097

<https://www.mtholyoke.edu/acad/film>

## Faculty

**This area of study is administered by the Film Studies Steering Committee:**

Robin Blaetz, Professor of Film Studies

Ajay Sinha, Professor of Art History

Paul Staiti, Professor of Fine Arts on the Alumnae Foundation, Teaching Fall Only

Elizabeth Young, Carl M. and Elsie A. Small Professor of English

Amy Rodgers, Associate Professor of English; Dean for the Senior Class

Hannah Goodwin, Assistant Professor of Film and Media Studies

Bernadine Mellis, Five College Senior Lecturer in Film and Video Production

## Requirements for the Five College Film Studies Major

A minimum of 40 credits:

Code	Title	Credits
One introduction to film studies course, such as FLMST-201 or FLMST-202 <sup>1</sup>		4
One film history course, such as FLMST-212 or FLMST-213 <sup>2</sup>		4
One film theory course, such as FLMST-215CC, FLMST-215 <sup>3</sup>		4
One film, video, or digital production and/or screenwriting course, such as FLMST-210, FLMST-210VP, or FLMST-310		4
Three courses in a focus designed by the student in consultation with the advisor <sup>4</sup>		12
At least one course in the focus must be at the advanced level (e.g. 300-level or the equivalent)		
Three additional electives		12
In the course of fulfilling the requirements above, the student must complete:		
No more than three production courses		
A total of at least four courses at the advanced level (e.g. 300-level courses or equivalent)		
Nine of the 10 courses required for the major must be core courses. Only 1 can be a component course. <sup>5</sup>		
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> The introduction course is normally taken on the student's home campus

<sup>2</sup> The film history course must be a survey course covering approximately 50 years of global film history

<sup>3</sup> The film theory course must be a survey course addressing the history and thematics of moving image theory

- <sup>4</sup> The three-course focus allows the major to concentrate in a particular area, as designed by the major in consultation with the advisor. Normally, the focus should be chosen by the second semester of the junior year. Focus areas include, but are not limited to:

- Theories of film and other media
- Production
- National/transnational cinemas
- Intersectionality (emphasizing some meaningful conceptual combination of gender/sexuality, race/ethnicity, class, ability, age, and more)
- Moving image audiences and cultures
- Comparative genres
- Avant-garde/experimental
- Documentary/non-fiction
- Media histories

- <sup>5</sup> A core course is one in which the moving image is the primary object of study. A component course is one in which the moving image is significant but not the focus of the course.

## Other Requirements

- These requirements are mandatory for the class of 2020 and after. The class of 2019 must follow either these requirements or a previous set of major requirements. Previous requirements are detailed on the Film Studies website (<https://www.mtholyoke.edu/acad/film/old-major-requirements>).
- The major should include courses in film history, theory, genre or authorship, production, national or transnational cinema, and documentary or experimental film.
- It is recommended that Introduction to Film Studies, Film History, and Film Theory be taken in sequence.
- It is recommended that normally no fewer than two, and normally no more than five, courses will be taken on another campus.

## Additional Specifications

- This is a Five College Major, so students may count film studies courses offered at any of the colleges or the University of Massachusetts, as long as approved by the Five College Film Studies Major Steering Committee. The list of approved courses (<https://www.fivecolleges.edu/academics/courses/film>), by requirement they complete, and including component courses is published each semester on the Five College website.
- FLMST-395 must be approved by the Film Studies Steering Committee, through the Program's Chair, in order to satisfy one of the major requirements.
- A thesis is optional.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
Select one of the following:		4
FLMST-201	Introduction to Film	
FLMST-202	Talking Pictures: An Introduction to Film	
FLMST-203	Introduction to Spanish and Latin American Cinema	
Three courses (12 credits) at the 200 or 300 level <sup>1</sup>		12
Total Credits		16

- <sup>1</sup> These three courses should be core courses, but one may be a component course (a course that is at least one-third film-intensive and approved as such). Each semester a list of the courses (<https://www.fivecolleges.edu/academics/courses/film>) approved as component courses is published on the Five College website for the Film Studies major.

## Course Offerings

### FLMST-201 Introduction to Film

*Fall and Spring. Credits: 4*

This course teaches the basic concepts, vocabulary, and critical skills involved in interpreting film. Through readings and lectures, students will become more informed and sophisticated observers of the cinema, key examples of which will be screened weekly. While the focus will be on the form and style of narrative film, documentary and avant-garde practices will be introduced. The class will also touch upon some of the major theoretical approaches in the field.

*Applies to requirement(s): Humanities*

*R. Blaetz, J. Crumbaugh, A. Rodgers*

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

*Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: ARTH-202*

*Applies to requirement(s): Humanities*

*P. Staiti*

### FLMST-203 Introduction to Spanish and Latin American Cinema

*Not Scheduled for This Year. Credits: 4*

This course offers a broad introduction to the history, politics and aesthetics of Latin American and Spanish cinema. The course also introduces students to the basic terminology and methodologies of film studies.

*Crosslisted as: SPAN-240CN*

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

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

*J. Crumbaugh*

*Prereq: SPAN-212.*

*Notes: Taught in Spanish*



**FLMST-210 Production Seminar in the Moving Image****FLMST-210VP Production Seminar in the Moving Image: 'Introduction to Video Production'***Fall. Credits: 4*

This course provides a foundation in the principles, techniques, and equipment involved in video production. Students will make several short videos over the course of the term as well as one final piece. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production skills. In addition to technical training, classes will include critiques, screenings, readings, and discussion.

*Applies to requirement(s): Humanities**B. Mellis**Instructor permission required.**Prereq: FLMST-201.*

*Advisory: Application and permission of instructor required. Application found here: <https://www.mtholyoke.edu/acad/film/course-application>*

*Notes: A lab fee may be charged***FLMST-212 History of World Cinema Through 1960***Spring. Credits: 4*

This course offers an historical survey of the cinema as a developing art form and a means of communication. We will examine the history of this international medium from its 19th-century beginnings through the mid-20th century. The national and thematic focus of the course shifts through the semester. For example, we will focus on U.S. film in studying the earliest developments in film technology and narrative, and on Soviet and French films to study the formal and social experimentation of the 1920s. The course provides a background for understanding film history and pursuing further studies in the field.

*Applies to requirement(s): Humanities**R. Blaetz**Prereq: FLMST-201, FLMST-202, FLMST-203 or ARTH-202.***FLMST-213 Global Film and Media After 1960***Not Scheduled for This Year. Credits: 4*

This course examines films and topics central to the study of global cinema since 1960. Special emphasis will be placed on the transnational organization of global film culture throughout this period. In addition to viewing films made in diverse national contexts (Thailand, France, Iran, the U.K., Japan), we will also analyze films and cultural formations that complicate cinema's relation to national boundaries, including works of exilic and diasporic cinema, international co-productions, and global film festivals.

*Applies to requirement(s): Humanities**The department**Prereq: FLMST-201, FLMST-202, or FLMST-203.***FLMST-215 Film Theory**

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

**FLMST-215CC Film Theory: 'Cinema and the City'***Fall. Credits: 4*

This course offers an historical survey of film theory, from the work of its earliest authors and practitioners at the birth of the 20th century (who first struggled to define the medium), to those who are working still to elucidate the place of the cinema in relation to new media in its ever-evolving and ever more complex place in culture. As a way of focusing the discussion of the various theoretical positions, we will watch and discuss films that represent that most modern of phenomena—the city.

*Applies to requirement(s): Humanities**R. Blaetz**Prereq: FLMST-201, FLMST-202, or FLMST-203.***FLMST-220 Special Topics in Film Studies****FLMST-220AG Special Topics in Film Studies: 'American Gothic'***Not Scheduled for This Year. Credits: 4*

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 slavery and the gothic; gothic sexuality; Southern, Northern, and national gothic; freakishness and grotesquerie; and visual gothic. Focus on fiction, with some film and photography. Authors, filmmakers, and artists may include Alcott, Arbus, Browning, Crane, Dunbar, Dunn, Elmer, Faulkner, Gilman, Hitchcock, Kubrick, McCullers, Morrison, O'Connor, Oates, Parks, Poe, Romero, Turner, and Wood.

*Crosslisted as: ENGL-243**Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: English 240 or 241 recommended**Notes: Component course for Film Studies***FLMST-220MD Special Topics in Film Studies: 'Introduction to Media Studies'***Fall and Spring. Credits: 4*

This course introduces students to the critical study of media, focusing on electronic media, digital technologies, and network cultures. We will analyze the aesthetics, politics, protocols, history, and theory of media, paying attention to the ways they create and erase borders; affect how we form and articulate identities; invade privacy while providing a platform for exploration; foster hate speech and progressive movements alike; and participate in capitalist economies and the acceleration of climate change. While tracing the global flows of media creation, distribution, and consumption, we will also consider the different issues that arise in diverse national and local contexts.

*Crosslisted as: CST-249MD**Applies to requirement(s): Humanities; Multicultural Perspectives**H. Goodwin***FLMST-220MU Special Topics in Film Studies: 'Music and Film'***Fall. Credits: 4*

This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of pre-existing music in films of Kubrick and Tarantino.

*Crosslisted as: MUSIC-220**Applies to requirement(s): Humanities**D. Sanford*

*Prereq: MUSIC-100, MUSIC-102, MUSIC-103 or MUSIC-131, or one Film Studies course.*

**FLMST-220NC Special Topics in Film Studies: 'Social Media: Networked Cultures'***Spring. Credits: 4*

Social media connect communities, inform us about friends' lives, and give us a platform on which to share ideas and form identities. Beyond that, social media play an increasingly conspicuous role in national and transnational politics, from Arab Spring to the viral spread of fake news around the 2016 US election. While social media connect people across the globe to an unprecedented degree, this course will explore how they also reveal divisions and borders, as well as alarming transgressions of borders, that complicate any utopian visions of a "global village." Throughout, we will be attuned to how corporate and governmental interests shape and are shaped by social media communities.

*Applies to requirement(s): Humanities; Multicultural Perspectives**H. Goodwin***FLMST-220RA Special Topics in Film Studies: 'Reel America: History and Film'***Spring. Credits: 4*

This course is an introduction to the social and cultural history of the American film industry since the 1890s. The course surveys the evolution of Hollywood cinema from the silent era through the so-called classical period and through the post-World War II breakup of the studio system.

*Crosslisted as: HIST-283RA**Applies to requirement(s): Humanities**D. Czitrom***FLMST-220SC Special Topics in Film Studies: 'Stage to Screen'***Not Scheduled for This Year. Credits: 4*

A study of ten to twelve plays and their film adaptations. Plays are drawn from a range of periods and genres, and films are chosen to show the scope of adaptive approaches from filmed play to radical re-imagining. The course will include readings on the theory and history of theatre-to-film adaptations. Playwrights will likely include Oscar Wilde, Susan Glaspell, Tennessee Williams, Lorraine Hansberry, Edward Albee, David Mamet, and August Wilson.

*Crosslisted as: ENGL-217SC**Applies to requirement(s): Humanities**S. Sutherland**Prereq: 4 credits in English or Film Studies or Theatre Arts.***FLMST-220SW Special Topics in Film Studies: 'Screenwriting: The Shape of Stories'***Not Scheduled for This Year. Credits: 4*

The screenplay is a unique and ephemeral form that exists as a blueprint for something else: a finished film. How do you convey on the page a story that will take shape within an audio-visual medium? The screenwriter must have an understanding of both the language of narrative film as well as the general shape and mechanics of film stories. This course will analyze both the language of film and the shape of film stories by looking at two modes of writing that are often at odds with each other: the three-act screenwriting as exemplified by Hollywood and the more elastic possibilities of the so-called 'art film.'

*Applies to requirement(s): Humanities**The department**Restrictions: Course limited to sophomores, juniors and seniors**Instructor permission required.**Advisory: Preference will be given to Five College Film Majors. Please complete this questionnaire.***FLMST-260 Film Genres**

This course offers a critical, historical, and theoretical approach to a specific film genre. Some examples of genres that might be studied are: the science fiction, horror, melodrama, musical, Western, detective, or gangster film.

**FLMST-270 National and Transnational Cinema****FLMST-270BC National/Transnational Cinema: 'Bollywood: A Cinema of Interruptions'***Spring. Credits: 4*

Indian popular film, known commonly as Bollywood, is usually understood to have weak storylines interrupted with overblown cinematic spectacles and distracting dance numbers. The course explores the narrative and visual structure of Bollywood for what scholar Lalitha Gopalan has called a "constellation of interruptions." We will analyze a selection of films closely, read scholarly articles, participate in debates, write guided assignments, and pursue independent research papers. We will learn to develop provocative historical and theoretical approaches to Indian films both, as a vibrant cultural form as well as intelligent filmmaking that challenges us and contributes to our understanding of world cinema.

*Crosslisted as: ARTH-290BC**Applies to requirement(s): Humanities; Multicultural Perspectives**A. Sinha***FLMST-270FA National/Transnational Cinema: 'Fascism in Plain Sight'***Fall. Credits: 4*

This course examines fascism from a visual perspective. Students learn about the history of the phenomenon through the lenses of cinema, television, and performance. The course begins with an overview of fascism that spans from 1920s Europe to the present. What exactly is fascism? What is its relationship to newly emergent populisms (often called "fascist") and their own emphasis on spectacle? How does fascism visualize race, immigration, gender, sexuality, and violence? The course focuses mainly on fascism's manifestations throughout the Spanish-speaking world. That is, what do Latin America and Spain teach us about its malleability and adaptability?

*Crosslisted as: SPAN-240FA, CST-249FA**Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: SPAN-212 or fluency in Spanish with permission.**Notes: Taught in Spanish.***FLMST-270FM National/Transnational Cinema: 'American Films That Matter'***Not Scheduled for This Year. Credits: 4*

Certain American films stand out as works of art by combining strong narrative structure with striking visual presence. Ten of those films, from the silent era to the present, will be studied. In addition to weekly discussion, students will be responsible for analyzing opening sequences. Among the films to be considered are: *The Grapes of Wrath*, *It's a Wonderful Life*, *Sunset Boulevard*, *Touch of Evil*, *Vertigo*, *Chinatown*, *Blade Runner*, *Do the Right Thing*, and *Beasts of the Southern Wild*.

*Crosslisted as: ARTH-290FM**Applies to requirement(s): Humanities**P. Staiti**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: A previous Film Studies course.*

**FLMST-275 Documentary Film***Not Scheduled for This Year. Credits: 4*

This course examines the history, theory, and practice of the genre called Documentary Film. Between studying the "actualités" of the cinema's first practitioners and the self-reflexive postmodern works of contemporary filmmakers such as Errol Morris, we will investigate ethnographic film, cinema vérité, direct cinema, activist media, personal essay films, docudramas, and "mockumentaries." We will examine the formal structures through which these films make meaning and explore theoretical questions concerning notions of truth, ethics, and politics.

*Applies to requirement(s): Humanities**R. Blaetz**Prereq: FLMST-201 or FLMST-202.***FLMST-280 Film Authorship**

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

**FLMST-285 Experimental Film***Not Scheduled for This Year. Credits: 4*

This course examines some aspect of the history and aesthetics of cinema made outside of the narrative practice of the classical Hollywood model. Some areas of focus include: surrealism and the cinema, American avant-garde cinema, or women's experimental cinema.

*Applies to requirement(s): Humanities**R. Blaetz**Prereq: FLMST-201 or FLMST-202.**Notes: 2 meetings (75 minutes), 1 screening (2 hours)***FLMST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***FLMST-310 Special Topics in Media 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.

**FLMST-310CP Special Topics in Media Production: 'Advanced Projects in Video Production'***Spring. Credits: 4*

In this class, we will take the skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short project, 10 minutes long. You may work individually or in pairs. We will learn by making work as well as by researching, reading, and watching films related to our projects. We may take this opportunity to delve into and learn the conventions of our chosen form. Or we may decide that our content demands formal experimentation and risk-taking. The course will be structured by the projects each student brings to it.

*Applies to requirement(s): Humanities**B. Mellis**Instructor permission required.**Prereq: FLMST-210 or its equivalent.*

*Advisory: Application and permission of instructor required. Application available through Film Studies Web site.*

*Notes: A lab fee may be charged.***FLMST-315 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.

**FLMST-320 Seminar in Film Studies****FLMST-320BG Seminar in Film Studies: 'Beyond Geishas and Kung Fu Masters: Asian American Film and Visual Culture'***Not Scheduled for This Year. Credits: 4*

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 post memory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jin-me Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.

*Crosslisted as: ENGL-334BG**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**I. Day**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English.**Notes: meets English department seminar requirement***FLMST-320CM Seminar in Film Studies: 'Cinematic Masculinities in Contemporary American Film, 1970-present'***Not Scheduled for This Year. Credits: 4*

Film critics Manohla Dargis and A.O. Scott contend that "movies may be male dominated, but images of men are surprisingly narrow." This course both explores various constructs of postmodern American masculinity as they are portrayed and disseminated through contemporary film, and seeks to understand some of what is at stake (culturally, ideologically, economically) in perpetuating certain cinematic archetypes. Of particular relevance to our investigation are the ways in which film yokes masculinity to race, gender, and class. Films include *The Deer Hunter*, *The Godfather*, *The Big Lebowski*, *Boyz in the Hood*, *Paris is Burning*, *Fight Club*, and *Moonlight*.

*Crosslisted as: ENGL-367CM**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Rodgers**Restrictions: This course is open to juniors and seniors**Prereq: ENGL-199 or FLMST-201.***FLMST-320ME Seminar in Film Studies: 'Media and Surveillance' Film, 1970-present'***Fall. Credits: 4*

With corporations using our data to anticipate our desires and counterterrorism units tapping into our communications, we are increasingly embedded in a surveillance society. This course considers practices of surveillance across media platforms, from smartphones, fitness trackers, and baby monitors to the biometric technologies that determine who may cross borders. We will explore how different governments, corporations, and individuals use new media to surveil others, as well as the ways racism and transphobia are inscribed in surveillance practices. We will also discuss and try out protective measures and various subversive practices of "sousveillance."

*Applies to requirement(s): Humanities**H. Goodwin**Prereq: FLMST-201, or FLMST-202, or FLMST-203.*

**FLMST-320RC Seminar in Film Studies: 'Reflexivity in the Cinema' Film, 1970-present'***Spring. Credits: 4*

Some of the most compelling films in the history of the moving image have been those that make the viewer aware of the processes of their own production. Breaking away from the tradition of what Robert Stam calls the "art of enchantment," they call attention to themselves for reasons that range from the playful to the philosophical to the political. Some of the directors whom we will consider include: Chantal Akerman, Wes Anderson, Julie Dash, Rainer Werner Fassbinder, Federico Fellini, Jean-Luc Godard, William Greaves, Buster Keaton, Spike Lee, David Lynch, Fanta Régina Nacro, and Preston Sturges.

*Applies to requirement(s): Humanities**R. Blaetz**Prereq: 8 credits in Film Studies including FLMST-201, FLMST-202, or FLMST-203.***FLMST-360 Film Genre**

This course offers a critical, historical, and theoretical approach to a specific film genre. Some examples of genres that might be studied are: the science fiction, horror, melodrama, musical, Western, detective, or gangster film.

**FLMST-360MH Genre: 'Film Melodrama and Horror'***Not Scheduled for This Year. Credits: 4*

An examination of classic and contemporary works in two important film genres, melodrama and horror. Topics of particular interest: affinities as well as contrasts between genres; feminist analyses and uses of genre; normative and alternative representations of sexualities; genre and the representations of race; spectatorship and the production of affect - tears and screams - by these genres. Extensive readings in film studies and cultural theory. Directors may include Almodóvar, Cronenberg, Curtiz, DePalma, Hitchcock, Kent, Lee, Onwurah, Polanski, Ray, Romero, Sirk, Vidor, and Whale.

*Crosslisted as: ENGL-381**Applies to requirement(s): Humanities**E. Young**Prereq: 4 credits in Film Studies and 4 credits in English.**Notes: enrollment may be limited***FLMST-370 Topics in National/Transnational Cinemas**

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

**FLMST-370BC Topics in National/Transnational Cinemas: 'Bollywood: A Cinema of Interruptions'***Not Scheduled for This Year. Credits: 4*

How are we to respond to Indian popular film, which is notorious for its distracting song and dance numbers, meandering story line, and visually overblown spectacles? This seminar will develop historical and theoretical approaches to Indian films as what scholar Lalitha Gopalan calls a 'constellation of interruptions.' Students will examine feature films in class, write critical papers on scholarly essays, and pursue independent research projects on various aspects of Indian film.

*Crosslisted as: ARTH-360BC**Applies to requirement(s): Humanities**A. Sinha**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from Art History or Film Studies.**Notes: 1 meeting (3 hours), 1 screening (3 hours)***FLMST-370MW Topics in National/Transnational Cinemas: 'Memory (of) War'***Not Scheduled for This Year. Credits: 4*

The medium of cinema has shown persistent concern with war and memory, and has constituted a heated battleground for remembrance and erasure of the past. Through cinema, in other words, we most clearly see both memories of war and subsequent wars among competing memories. The Spanish Civil War (1936-1939), the repressive military regime of Francisco Franco (1939-1975), and recent attempts to "recuperate" memory all dramatize these dynamics and raise a number of larger questions. How do destruction and devastation register through the visual? What happens when we attempt to police memory (through censorship, propaganda, etc.)? What and why do people choose to remember or forget?

*Crosslisted as: SPAN-340MW; CST-349MW**Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish. Component course for Film Studies.***FLMST-370SE Topics in National/Transnational Cinemas: 'A Rebel with a Camera: the Cinema of Ousmane Sembène'***Not Scheduled for This Year. Credits: 4*

Born in 1923 in Senegal, the writer/filmmaker Ousmane Sembène is one of the rare witnesses of the three key periods of contemporary African history: the colonial period; the period of struggle for political and economic independence; and the period of effort to eliminate neocolonialism through the rehabilitation of African cultures. This course is entirely devoted to the works of Ousmane Sembène and will explore the key moments of his life, his activism in European leftist organizations, his discovery of writing, and most of all the dominant features of his film work.

*Crosslisted as: FREN-341SE**Applies to requirement(s): Humanities**S. Gadjigo**Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.**Notes: Taught in French.***FLMST-380 Topics in Film Authorship**

Film Studies 380 offers a critical, historical, and theoretical approach to a specific cinematic author. While most courses focus on a director or group of directors, courses may also focus on designers, technicians, performers, producers, or some combination of these personnel.

**FLMST-380HA Topics in Film Authorship: 'Hitchcock and After'***Spring. Credits: 4*

This course will examine the films of Alfred Hitchcock and the afterlife of Hitchcock in contemporary U.S. culture. We will interpret Hitchcock films in a variety of theoretical frames, including feminist and queer theories, and in shifting historical contexts, including the Cold War. We will also devote substantial attention to the legacy of Hitchcock in remakes, imitations, and parodies. Hitchcock films may include *Spellbound*, *Strangers on a Train*, *Rear Window*, *Vertigo*, *North by Northwest*, *Psycho*, *The Man Who Knew Too Much*, *Marnie*, and *The Birds*; additional works by Brooks, Craven, and De Palma. Readings in film and cultural theory; screenings at least weekly.

*Crosslisted as: ENGL-374**Applies to requirement(s): Humanities**E. Young**Prereq: 4 credits in Film Studies and 4 credits in English.**Notes: meets English Department seminar requirement*



**FLMST-380PA Topics in Film Authorship: 'Natural's Not in It: Pedro Almodóvar'***Not Scheduled for This Year. Credits: 4*

This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates. For instance, what can a weeping transvestite teach us about desire? What happens when plastic surgery and organ transplants become metaphors? Under what circumstances, if any, can spectators find child prostitution cute?

*Crosslisted as: SPAN-340PA, GNDST-333PA**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: FLMST-201 or FLMST-202.**Notes: Weekly evening screenings; taught in English.***FLMST-380SF Topics in Film Authorship: 'Shakespeare and Film'***Fall. Credits: 4*

We will read plays by Shakespeare, watch films based on those plays, and study the plays, the films, and the plays-as-films. "Shakespeare" comes first, of course, both historically and as the source/inspiration for the films. Yet each film has its own existence, to be understood not just as an "adaptation," but also as the product of linked artistic, technical, and economic choices. Considering Shakespeare's plays as pre-texts (rather than pre-scriptions), we will look at early and recent films, both those that follow closely conventionalized conceptualizations of "Shakespeare," and those that tend to erase or emend their Shakespearean sources.

*Crosslisted as: ENGL-312SF**Applies to requirement(s): Humanities**H. Holder**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from English beyond the 100 level, including ENGL-211.***FLMST-385 Topics in Experimental Film**

Film Studies 385 topics offer a critical, historical, and theoretical approach to some aspect of non-narrative film.

**FLMST-385AV Topics in Experimental Film: 'American Avant-Garde Cinema'***Not Scheduled for This Year. Credits: 4*

This course examines the history of American avant-garde film, paying special attention to the alternative cultural institutions that have facilitated experimental cinema's emergence and longevity in the U.S. since the 1940s. We will consider how the avant-garde's interest in creating an alternative cinema necessitated a dramatic reorganization of existing modes of filmic production, distribution, exhibition, reception, and preservation. Students will analyze the major artistic tendencies that have defined the postwar American avant-garde, as well as the broader institutional practices involved in the production and maintenance of experimental film culture.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**The department**Prereq: 8 credits in department including FLMST-201 or FLMST-202.***FLMST-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.**Notes: a lab fee may be charged*

## First-Year Seminars

### Overview and Contact Information

The First-Year Seminar Program welcomes students to Mount Holyoke College, inviting them to join in the pleasure of an intellectually adventurous education in the liberal arts. In these small, discussion-based seminars, students work with faculty to achieve the first Learning Goal of the Mount Holyoke curriculum, which will form the foundation for their education here: the ability to think analytically and critically by questioning assumptions, evaluating evidence, and articulating well-reasoned arguments. All First-Year Seminars are writing-intensive.

All entering first-year students must complete a First-Year Seminar in their first semester at Mount Holyoke. Transfer students and Frances Perkins Scholars who enter with sophomore or junior standing are exempt from this requirement, although encouraged to take a First-Year Seminar.

First-year seminars do not meet other graduation requirements and must be approved courses at Mount Holyoke.

All first-year seminars share the same FYSEM subject designation, but they are taught by faculty from departments across the College.

### Contact Information

Elizabeth Markovits, Director of the First-Year Seminar Program

## Course Offerings

**FYSEM-110 First-Year Seminar****FYSEM-110AL All About Love***Fall. Credits: 4*

What is love? What are its causes? What kinds of love do we value?

This interdisciplinary seminar explores different kinds of love (romantic, familial, divine, etc.) from diverse perspectives, including those of select philosophers, psychologists, neuroscientists, religious thinkers, and social justice activists.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**S. Mrozik**Restrictions: First-year students only, by placement.**Notes: This class may be especially suitable for students who do not identify as native speakers of English.***FYSEM-110BC Biology of Social Issues***Fall. Credits: 4*

This seminar teaches basic biological principles that affect important, complex and often-controversial social issues. We will challenge ourselves to think beyond our comfort zones, exploring difficult questions in topics such as medical and scientific ethics, aging, gender in society and biology, climate change, conservation, evolution and religion, genetic engineering, and fertility. We will explore how our personal beliefs affect our understanding of biological facts, and will study how press coverage can vary from original published scientific studies. We will discuss in class and reflect in writing, developing both the critical thinking skills and the basic biological knowledge of well-informed citizens.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**P. Brennan**Restrictions: First-year students only, by placement.*

**FYSEM-110BK Books Within Books***Fall. Credits: 4*

From Shakespeare's plays within plays to Rowling's diary of Tom Riddle, from Velázquez to Escher, writers and artists have consistently embedded moments of self-referentiality within their works to raise representational questions such as the relationships between illusion and reality, between truth and fiction, between past, present and future time, between words and worlds, and so on. We will explore these and other paradoxes by examining a variety of artistic forms including poetry, stories, plays, painting, and film.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**N. Alderman**Restrictions: First-year students only, by placement.***FYSEM-110BR Breakfast in the Americas***Spring. Credits: 4*

Have you ever thought about the origins of the sugar, coffee, bananas, and chocolate that we consume at the breakfast table? Who cuts the sugar cane? Who owns the coffee plantation? What are the social and environmental costs of bananas? This interdisciplinary course examines some of the cultural, historical, social, political, and economic issues surrounding these Latin American commodities. We will explore the lives of company owners, laborers, producers, and consumers as we trace the role sugar, coffee, bananas, and chocolate have played in the historical and cultural development of Latin America. We will also learn how these products are represented in art, literature, and film.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Mosby**Restrictions: First-year students only, by placement.***FYSEM-110CL Representative Works of Modern Chinese Literature***Fall. Credits: 4*

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

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**Y. Wang**Restrictions: First-year students only, by placement.*

*Notes: This class may be especially suitable for students who do not identify as native speakers of English.*

**FYSEM-110CM Coming of Age on Screen***Fall. Credits: 4*

In this course we will trace the representation of teenage girls in television and film from the 1950s to the present as a way to better understand how moving images shape culture. We will look closely at the notion of "entertainment" and at the ways in which moving image texts create ways of seeing and meaning.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**R. Blaetz**Restrictions: First-year students only, by placement.***FYSEM-110CW Goodbye, Conventional Wisdom***Fall. Credits: 4*

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

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Restrictions: First-year students only, by placement.***FYSEM-110CY Cyberpunks in the Digital Age***Fall. Credits: 4*

For several decades now, journalists, artists, and scholars have attempted to articulate the ways the Internet and digital culture has transformed how we live and think. Examining novels, movies, blogs, and other digital media, we will consider how the digital age shapes our understandings of gender and sexuality and how notions of femininity might help us define 'being digital.' As we develop reading and writing skills, we will also experiment in groups with new digital tools such as distant reading, advanced searching, and media remixing. Topics may include the Internet and brain science, avatars and fembots, virtual relationships, as well as cyber-bullying, hacking, and networking.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Singer**Restrictions: First-year students only, by placement.***FYSEM-110DS We Didn't Start the Fire: The United States Since WW II***Fall. Credits: 4*

The United States emerged from the Second World War as the most powerful nation on earth. This First Year Seminar 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. We will examine both primary and secondary sources for topics including 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 write several short papers on topics of their choice and, and will also be introduced to the tools required for doing historical research.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**D. Czitrom**Restrictions: First-year students only, by placement.*

**FYSEM-110EM Emily Dickinson at Mount Holyoke***Fall. Credits: 4*

Drawing on archival records and other documents, including Dickinson's letters and poems, students in this seminar will explore what Dickinson's year at Mary Lyon's Mount Holyoke might have meant to her as student and poet. We will also examine Lyon's vision of women's education, as well as contrasting visions of education in 'Old New England' from such writers and thinkers as Emerson, Thoreau, and Stowe.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**C. Benfey**Restrictions: First-year students only, by placement.***FYSEM-110FA Fashion, Style and Design***Spring. Credits: 4*

This First Year Seminar will discuss the impact of political and social change on the fashion and decorative art movements of the Nineteenth and Twentieth Centuries. Students will study how and why fashions were created, explore the meaning and significance of style, and examine the role of design in the popular imagination and cultural memory of the period.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**V. James**Restrictions: First-year students only, by placement.***FYSEM-110FD Italian Food Culture Between Tradition and Modern Business***Fall. Credits: 4*

Food is essential for Italian family and society, and the food industry is an important part of the Italian economy. Starting with Carlo Petrini's Italian Slow Food revolution, we will explore and analyze the strong relationship between food, culture and business in modern Italian society. We will read and discuss literary and historical texts, films, and, of course, cookbooks. Taught in English.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**O. Frau**Restrictions: First-year students only, by placement.***FYSEM-110FF The Once and Future Family Farm? A Social History of Small-Scale Agriculture***Fall. Credits: 4*

Small-scale agriculture fed the world until the middle of the 20th century, and the majority of the world's population farmed small plots in rural areas until the last decade. What role will family farms play in the world we are creating? We examine how small scale agriculture has changed over the past 200 years in East and West Africa, the Andes, China, India, and in the United States, and consider its future. Using recent and classic scholarship, autobiographies, memoirs, archives, and oral histories, we will develop skills in analysis, critical reading, and academic writing. We will visit local farms and interact with farmers on other continents using social media.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**H. Hanson**Restrictions: First-year students only, by placement.***FYSEM-110FR The Meaning of Friendship***Fall. Credits: 4*

This course will explore the history, meaning, and significance of friendship. Students will engage with multiple texts that explore the relationship between social and personal identities related to friendship. Current research and trends regarding the study of friendship, particularly intersectional dimensions for friendship will be explored. Students will be encouraged to apply the theories and practices learned in this course as they build community at Mount Holyoke.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Runell Hall**Restrictions: First-year students only, by placement.***FYSEM-110GF God, Free Will, and Morality***Fall. Credits: 4*

This first year seminar is a critical thinking boot camp. Students will learn to charitably interpret, logically reconstruct, and critically evaluate arguments. The arguments come from classic and contemporary readings in philosophy about God, free will, and morality. We will focus on questions such as: Does God exist? Is it rational to believe in God? What should I do if I want to do the right thing? When is it ok to criticize other cultures? How much do I owe to others? Do we have free will? Can we ever be held responsible for anything? Students will come out of the class better thinkers, better writers, and better equipped to tackle difficult questions like these with rigor and care.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Vavova**Restrictions: First-year students only, by placement.***FYSEM-110GP Gender and Power in the History of Mount Holyoke College***Fall. Credits: 4*

Mary Lyon, founder in 1837 of Mount Holyoke Female Seminary, held out to her students the possibility that they might transform the world around them – a tall order for young women who were excluded from proper citizenship and political power. Duty, discipline, and economy would make it possible. What transformations ensued? And what can we learn from them about the complexities of gender and power in worlds shaped by racism, colonialism, capitalist development, national aspirations, Protestant dominance, and normative regimes of gender, sexuality, and bodily comportment? This course will introduce students to the richness of the College Archives and the possibilities of historical thinking.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Renda**Restrictions: First-year students only, by placement.***FYSEM-110HE Health in Africa***Fall. Credits: 4*

What are the major diseases and health conditions facing African families south of the Sahara? What health care choices are available and which options are most effective at addressing conditions such as malaria, cholera, and malnutrition? This course looks at the economic and biological opportunities and barriers to improving health outcomes in sub-Saharan Africa.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**S. Adelman**Restrictions: First-year students only, by placement.*

**FYSEM-110LD A Landscape of One's Own***Fall. Credits: 4*

This seminar will focus on portrayals of women in nineteenth and twentieth-century America in the context of nature and landscape. We will explore how women, often objectified in visual images set in nature, appropriated established devices or developed new images and structures to represent womanhood in their own terms. With selected works by Thoreau as our springboard, texts will include essays or sketches, short stories, novels, paintings, films, and photography. Virginia Woolf wrote of the need for a woman to have "a room of one's own," a quiet space for creativity and reflection. What emerges in the works of women writers who chose the land beyond that room for their creative space? The course will focus on women who told the stories of their lives in the context of islands, forests, prairies, and deserts of the United States.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**L. Glasser**Restrictions: First-year students only, by placement.***FYSEM-110LG Slang: Community/Power/Language***Fall. Credits: 4*

Language is a living system. It grows and changes, despite efforts to preserve it. This course examines how slang participates in these changes. What separates slang from standard language, and who sets the standard? Through readings in linguistics and literature, this course examines how we use language to connect, create, and control.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Shea**Restrictions: First-year students only, by placement.**Notes: This class may be especially suitable for students who do not identify as native speakers of English.***FYSEM-110MA Exploration of Mars***Fall. Credits: 4*

Exploration of Mars is an ongoing effort that has greatly expanded our knowledge of the Red Planet and changed our vision of its surface. We will examine the history of the investigation and exploration of Mars. We will also plan future observations from orbiting spacecraft, engage with scientists involved in current missions, and imagine the best ways to explore Mars in upcoming decades. Developing physical intuition and analytical skills in astronomy, geology, physics and other sciences will be emphasized, as well as speaking and writing ability.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Dyar**Restrictions: First-year students only, by placement.***FYSEM-110ML U.S. Multiethnic Literatures: Refracting America***Fall. Credits: 4*

This course examines African American, Asian American, Chicana/o-Latina/o, and Native American literature and cultural politics. Examining the historical intersection of race, gender, and sexuality, we will explore themes of cultural identity, segregation and community formation, citizenship, labor, class, and family. Authors may include Toni Morrison, Danzy Senna, Josefina López, Sherman Alexie, Junot Díaz, Jhumpa Lahiri, and Joy Kogawa.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**I. Day**Restrictions: First-year students only, by placement.***FYSEM-110MN Medical Narratives***Fall. Credits: 4*

A study of writing by and about patients, those who diagnose and treat them, and the communities and cultures that shape their stories. Readings will be drawn from essays, plays, memoirs, short stories, and novels that tell real or constructed tales of getting worse and getting better.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**S. Sutherland**Restrictions: First-year students only, by placement.***FYSEM-110MW Mapping the World, the Mind, the Self***Fall. Credits: 4*

Maps are essential tools for understanding the world around us. But do our maps show us the world as it is, or do they allow us to choose the world we will see? Texts for the course may include poetry by Elizabeth Bishop, Thomas Hardy and others; short fiction by Borges, Faulkner and others, and visual art from the College Art Museum.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Shea**Restrictions: First-year students only, by placement.**Notes: This class may be especially suitable for students who do not identify as native speakers of English.***FYSEM-110MY Classical Myth in Western Art***Fall. Credits: 4*

The aim of the course is to acquaint students with the stories of gods and mortals represented in Western art. Students will examine modes of storytelling in various media and develop a heightened visual literacy. In which contexts did such stories appear, why, and what do we know about their reception among contemporary viewers?

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**B. Bergmann**Restrictions: First-year students only, by placement.***FYSEM-110PC Op-ed: Writing on Politics, Culture, and the Arts***Fall. Credits: 4*

We will read and discuss current writing on politics, culture and the arts. Drawn from a variety of print and on-line sources (including *The New Yorker*, *n+1*, *Arts and Letters Daily*, and *Bomb*), subjects will range from literature, cinema, and art to international politics, crime, and celebrity culture. Using strategies and techniques learned from the readings, students will write essays and articles of their own.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**P. Scotto**Restrictions: First-year students only, by placement.*



**FYSEM-110PH Environmental and Public Health***Fall. Credits: 4*

This course offers a broad introduction to the problems and solutions in the field of environmental and public health. Students will read about and discuss issues that occur in both industrialized and developing countries. Topics include the biological, physical, and chemical agents of environmental contamination; methods used in epidemiology and toxicology to evaluate environmental hazards; policies currently in place to reduce health risks and protect populations from exposure; and emerging global environmental health problems.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**J. Albertine**Restrictions: First-year students only, by placement.***FYSEM-110PQ Politics of Inequality: Social Movements in the U.S.***Fall. Credits: 4*

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.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**D. Hernández**Restrictions: First-year students only, by placement.***FYSEM-110PS Self-Portraiture***Fall. Credits: 4*

How do we represent ourselves? How can the self – that is to say, subjective experience, private life, identity, consciousness – be translated into written form? How, in turn, does writing fashion and construct the self? Throughout history, authors and thinkers have engaged these questions in countless texts and textual forms – in essays, confessions, autobiographies, and poetry. This seminar will sample influential and innovative works of literary self-portrayal from around the world, exploring how a wide variety of writers have rendered themselves in language, narrative, and text. Authors may include Augustine, Shakespeare, Wordsworth, Joyce, Nabokov, and Plath.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**S. Roychoudhury**Restrictions: First-year students only, by placement.***FYSEM-110PT Politics and Truth***Fall. Credits: 4*

What is the relationship between truth and politics? Does democracy require truth or pervert it? Can truth thrive in any type of government? What's really at stake here? In this course, we will explore a variety of classic texts, ranging from such authors as Plato to Karl Marx to Hannah Arendt to Martin Luther King, Jr. to contemporary feminist theorists. We will focus on developing the ability to reflect on your own beliefs, analyze authors' arguments, and to articulate and defend your own perspective.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**E. Markovits**Restrictions: First-year students only, by placement.**Advisory: for students in their first two semesters at the College only***FYSEM-110PY Anthropology of Play***Spring. Credits: 4*

We associate play with childhood, a time of spontaneous and creative activity, in contrast to the boring routine of adult responsibilities. And yet play is more than just fun and games. It is through play that children develop lasting cognitive and social skills. For adults too, there can be serious play--play that has real consequence--play that shapes the intimate lives of individuals, as well as entire social formations. In this course, we will explore play cross culturally, from the Balinese cockfight to American football, from gambling to role playing. We will design games based on the anthropological readings in order to appreciate the game-like qualities of many domains of life.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**J. Roth**Restrictions: First-year students only, by placement.***FYSEM-110RA Our America? Social Movements in Latin America: Latin American Cultural Studies***Fall. Credits: 4*

This interdisciplinary course provides an introduction to the political and cultural landscape of Latin America through the lenses of some of its social movements. It focuses on some of the region's most recent debates and political innovations, including human rights debates and indigenous movements, in order to establish the foundation for a deeper understanding of contemporary Latin America.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Pitetta**Restrictions: First-year students only, by placement.***FYSEM-110RJ Explorations in Restorative Justice***Spring. Credits: 4*

This course is a first year seminar on the principles and practices of restorative justice. Restorative justice is a movement that seeks to reimagine justice by building on indigenous theories and practices of human community. Students examine principal restorative justice models and programs for how they understand and respond to harm, especially as they reflect the accountability of key stakeholders (victims, offenders, communities and justice systems). Restorative justice approaches are contrasted with conventional western ways of addressing harm, be they small or large ruptures in the social fabric. The ideas of key activists and theorists in restorative justice circles are critically engaged in institutional settings ranging from schools to prisons.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Reilly, L. Wilson**Restrictions: First-year students only, by placement.*

**FYSEM-110RM Confronting Power and Authority in Ancient Rome***Fall. Credits: 4*

Romans hated kings, and when they founded their Republic they did so on principles of shared governance and popular sovereignty in order to prevent the rise of monarchy. Yet in times of crisis Romans tolerated and even promoted leaders with absolute power. How did this ideal of popular sovereignty square with the need for dictators? What happened when populism confronted authoritarianism? How did Romans represent power and authority—in literature, ceremony, architecture, and art? This course will consider these and other related questions through the careers of Julius Caesar and Augustus, who oversaw the transformation of Roman political culture from Republic to monarchy.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**G. Sumi**Restrictions: First-year students only, by placement.***FYSEM-110RR Remembering as Reconciliation in the Wake of Violence***Fall. Credits: 4*

We explore how memorialization and reconciliation take place in societies that have experienced extreme violence. How do survivors, perpetrators and their descendants record the experience of atrocity through testimonials and memorials in ways that contrast with 'official' national narratives of the past? In what ways does memorialization end cycles of violence without re-triggering trauma? How does restorative justice, for example, address feelings of despair or guilt that get passed down from one generation to another? Our transnational study will include examples from Germany, Japan, Rwanda, and Cambodia primarily, with other examples included based on student interest.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Remmler**Restrictions: First-year students only, by placement.***FYSEM-110TG Transgressive Music***Fall. Credits: 4*

The seminar will introduce and discuss various musical works and genres that fall under rock critic Ann Powers' definitions of 'Violator Art,' exploring them within the context of their wanton and disturbing appeal, as well as their often scandalous social impact. Topics will include the Second Viennese School, free jazz, protest music, punk rock, hip-hop, works such as J. S. Bach's 'Cantata No. 179,' Strauss's 'Salome,' Stravinsky's 'Le Sacre du printemps,' Billie Holiday's 'Strange Fruit,' George Crumb's 'Black Angels,' and artists such as Frank Zappa, Donna Summer, Prince, and Nirvana.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**D. Sanford**Restrictions: First-year students only, by placement.*

*Notes: Students should be prepared for mature themes and some coarse language.*

**FYSEM-110TS The Work of Translation***Fall. Credits: 4*

Mount Holyoke's mission is "purposeful engagement in the world" but in a multilingual world, our goal can only be achieved with the help of translators and interpreters. As the US Bureau of Labor Statistics predicts a 46% increase in translation work 2012-2022, we consider it as a scholarly, professional and lay activity. Challenging stereotypes of translation as derivative or faulty, we reflect on the wealth of languages and cultures at Mount Holyoke College and how the curriculum depends on the work of translation. Students discuss what is gained, lost or simply transformed in translation. This introduction to translation studies is especially valuable to students with a background or interest in languages.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**C. Shread**Restrictions: First-year students only, by placement.***FYSEM-110UW American Women's Fiction, 1900 to Now***Fall. Credits: 4*

In this course, we will analyze fiction by women writers located in the United States from 1900 to the present. We will focus on themes of gender, race, and sexuality, and explore experiments in form as well as content. Writers may include Gwendolyn Brooks, Willa Cather, Kate Chopin, Sandra Cisneros, Lydia Davis, Jennifer Egan, Zora Neale Hurston, Nella Larsen, Carson McCullers, Gertrude Stein, Monique Truong, and Edith Wharton.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**E. Young**Restrictions: First-year students only, by placement.***FYSEM-110VH Volcanoes and Volcanic Hazards***Fall. Credits: 4*

We have a love/hate relationship with volcanoes. We go out of our way to visit volcanoes; to witness eruptions and to bag a high peak. But, often volcanoes turn deadly killing hundreds of people and making life difficult for many more. Volcanic eruptions pose both significant local threats and often global concerns (e.g. climate change). Volcanoes occur on every continent, yet they tend to occur in tectonically predictable settings. Less predictable, however, is the timing and magnitude of specific volcanic eruptions. In this course we will investigate why volcanoes occur where they do, the type of lava that is associated with different volcanoes and the hazards associated with volcanic eruptions. We will study past and present volcanoes and volcanic eruptions as case studies. Students will be actively involved in class presentations and discussions and will research and write a number of papers throughout the semester.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Werner**Restrictions: First-year students only, by placement.*

**FYSEM-110VT Jack the Ripper and the Making of Late-Victorian London**  
*Fall. Credits: 4*

In the summer and fall of 1888, a series of gruesome murders captured the attention of Londoners and brought questions of class, gender, race and social-economic change to the forefront of public debate. Though the culprit was never identified, Jack the Ripper became synonymous with the perceived dangers of late-Victorian London. Using newspapers, periodicals, police archives, and other sources from the period, this course will set students on an historical investigation of the "Whitechapel Murders," seeking to understand the event, its historical context, and the way historians have interpreted its meaning.

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

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

*D. Fitz-Gibbon*

*Restrictions: First-year students only, by placement.*

**FYSEM-110WP How Words Change Worlds: Writers, Politics, and Power**  
*Fall. Credits: 4*

Jean Paul Sartre tells us words are like 'loaded pistols.' They have the power to transform worlds and inspire revolutions. Focusing on the power of language and the ideas they carry, we will look at writers as agents of social and political change. How do governments and society react to their work (censors, the media, readers?). We have two goals: to examine the interaction between aesthetics and politics, and the relationship between writers and governments. We will include some of the 'greats' such as Rousseau, Swift, Orwell, Sartre, Andrei Platonov, Solzhenitsyn, Rushdie, and Chinua Achebe.

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

*Other Attribute(s): Writing-Intensive*

*S. Jones*

*Restrictions: First-year students only, by placement.*

**FYSEM-110WT Writing About Pictures**  
*Fall. Credits: 4*

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.

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

*Other Attribute(s): Writing-Intensive*

*A. Sinha*

*Restrictions: First-year students only, by placement.*

**FYSEM-110WW Stories and Histories of World War I**  
*Fall. Credits: 4*

In this seminar, we will investigate how literary texts, photographs, films and memorial sites represent World War I up to the present day. Analyzing gender roles in film, literature, and memoirs, present-day commemoration projects, and the Expressionist movement in literature and art, we will focus especially on Germany's role in WWI and its portrayal in history, literature and art.

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

*Other Attribute(s): Writing-Intensive*

*M. Lauer*

*Restrictions: First-year students only, by placement.*

## French

### Overview and Contact Information

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 department's first-year seminars and the Romance Language and Literatures Seminar (FREN-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 have access to weekly drop-in tutoring sessions in addition to one-on-one tutoring for more in-depth remediation. Technological resources—Web-based and computer-assisted applications, videoconferencing, iMovie, and various multimedia tools—are used in courses at all levels to foster individual learning and to promote communication with the international community. A comprehensive library of DVDs and classic French texts is maintained in the department office.

Graduates of Mount Holyoke who have majored in French have used the analytical skills and means of expression acquired during their studies to pursue a wide range of career options: education, government service, law, international banking, publishing, and marketing, among others. Each spring, the department sponsors a Major Tea and Career Panel inviting to campus three or four alumnae with diverse occupations to speak about the benefits and opportunities that their French major has brought to their careers.

### Study Abroad

Mount Holyoke College has its own study abroad program in Montpellier, France, and is also affiliated with the Sweet Briar College Junior Year in France Program. A student spending her junior year in France or a Francophone country with a program approved by the department will normally meet some of the requirements of their major through study abroad. The programs are open to both majors and non-majors.

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 (FREN-215, FREN-219, or FREN-225).

### Bringing Back Credit from Study in France or Other Francophone Country

- French majors who spend a full year/two semesters abroad are allowed to bring back a maximum of three courses (12 credits), in addition to the required 4 credits worth of advanced language course work, for a total of 16 credits maximum toward the major.
- French majors who spend only one semester abroad are allowed to bring back a maximum of two courses (8 credits), in addition to the

required 4 credits of advanced language course work, for a total of 12 credits maximum toward the major.

- French minors who spend a full year/two semesters abroad are allowed to bring back a maximum of two courses, for a total of 8 credits maximum toward the minor.
- French minors who spend only one semester abroad are allowed to bring back a maximum of one course, for a total of 4 credits maximum toward the minor.

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 (<http://www.mtholyoke.edu/go/global>).

## Honors Work

The French department is pleased to support senior independent study projects during the fall semester undertaken by students with a proven track record of exceptionally high performance in course work in French. However, continuation of these projects toward completion of a thesis to be considered for possible honors is not guaranteed and is contingent upon approval of the department.

## French Department Prizes

In order to be eligible to receive a French Department prize, students must take a minimum of two French courses over the academic year.

### Contact Information

**Samba Gadjigo, Chair**

**Stacey Pare, Academic Department Coordinator**

115 Ciruti Language Center

413-538-2074

<https://www.mtholyoke.edu/acad/french>

## Faculty

**This area of study is administered by the Department of French:**

Samba Gadjigo, Helen Day Gould Professor of French

Elissa Gelfand, Dorothy Rooke McCulloch Professor of French, Retiring Spring 2019

Catherine Le Gouis, Professor of French, Teaching Fall Only

Christopher Rivers, Professor of French, Teaching Spring Only

Sonya Stephens, Professor of French; President

Nancy Holden-Avard, Senior Lecturer in French

Carolyn Shread, Lecturer in French

Anouk Alquier, Visiting Instructor in French

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
Two of the following 4-credit intermediate courses in culture and literature:		8
FREN-215	Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World	
FREN-219	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World	
FREN-225	Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World	
Two 4-credit electives in culture and literature at the 200 or 300 level <sup>1</sup>		8
Three additional 4-credit electives in culture and literature at the 300 level <sup>2</sup>		12
Four credits of advanced language study <sup>3</sup>		4
Total Credits		32

<sup>1</sup> One or both of these electives may be a course in another department and taught in English provided they focus substantially on French or Francophone material and pre-approval has been granted by the Chair of the French department

<sup>2</sup> It is recommended that at least one of these courses include a significant pre-1800 component

<sup>3</sup> French majors who study abroad, for a summer, semester or year, are required to complete at least four credits' worth of advanced language work while abroad. When possible, this should include work in both oral French (typically, a course in phonetics) and written French (a course in grammar, composition, stylistics, or translation); in some cases, a single course may cover both written and oral components. A French major who does not study abroad is encouraged to find comparable course work in advanced language within the Five College system, in consultation with their adviser for the French major (for example, French 371 or French 473 at UMass); if that proves impossible, they may simply complete an extra 300-level course in French in order to fulfill the minimum requirement of 32 credits for the major

### Additional Specifications

- Note that independent study (FREN-295 and FREN-395) will not be counted among the required courses listed above.
- Students should also consider complementing the French major with courses in other disciplines dealing with France, Francophone countries, or Western Europe, such as international relations, art history, English, European studies, geography, history, language, music, philosophy, politics, or religion.
- A student may design their 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. They should work closely with a faculty advisor to select appropriate courses in other departments, which may include independent study that would complement their 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.
- See Study Abroad information in the overview (p. 191) for information about crediting courses taken on study abroad towards the major.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
Two of the following intermediate courses in culture and literature:		8
FREN-215	Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World	
FREN-219	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World	
FREN-225	Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World	
Two advanced courses in culture and literature (300 level)		8
Total Credits		16

### Additional Specifications

- Independent study (FREN-295 or FREN-395) does not count toward the minor
- See Study Abroad information in the overview (p. 191) for information about crediting courses taken on study abroad towards the minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of French can combine their course work in French with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of French, please consult your advisor or the chair of the French department. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is available in other sections of the catalog, or 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.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice

### Course Selection/Foreign Language Requirement

Students who have never studied French should enroll in FREN-101, a 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 ([https://www.mtholyoke.edu/acad/french/placement\\_exam](https://www.mtholyoke.edu/acad/french/placement_exam)).

If you enroll in FREN-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 FREN-201 after FREN-101 if you have made sufficient strides in acquiring elementary French, or to FREN-203 instead of FREN-201 after completing FREN-102. See acceleration information here ([https://www.mtholyoke.edu/acad/french/study\\_abroad](https://www.mtholyoke.edu/acad/french/study_abroad)).

### Advanced Courses

The department's 300-level courses represent a variety of approaches to advanced work in French studies and thus reflect the diversity within the field of French today. Specific offerings under the general rubrics change from year to year. Prerequisites for all 300-level courses are two of the following: FREN-215, FREN-219, or FREN-225. Students who do not have the stipulated prerequisites must consult the department chair and the course instructor.

## Course Offerings

### FREN-101 Elementary French

*Fall and Spring. Credits: 4*

An introduction to understanding, speaking, reading, and writing French. The videotape-based method 'French in Action' provides a lively story line and cultural context for the acquisition of basic grammatical structures with a conversational focus. The course includes frequent composition writing. French 101/102 is recommended for students with no previous training in French or a maximum of one year of French at the high school level.

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

*A. Alquier, N. Holden-Avard*

*Prereq: Placement test required even if no previous study of French; score 0-100. Coreq: FREN-101L.*

*Notes: Students who have done strong work in French 101 in the spring may, with the approval of their instructor, take French 201 the following fall.*

### FREN-102 Elementary French

*Spring. Credits: 4*

Continuation of French 101, an introduction to understanding, speaking, reading, and writing French. The videotape-based method "French in Action" provides a lively story line and cultural context for the acquisition of basic grammatical structures with a conversational focus.

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

*N. Holden-Avard*

*Prereq: FREN-101. Coreq: FREN-102L.*

*Notes: Students may select whichever lab fits their schedules, as class content will be the same across both sections. Conversation lab will be held during the Thursday class meeting. All other days of the week will be lecture/discussion.*

**FREN-199 Advanced Elementary French***Fall. Credits: 4*

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

*Applies to requirement(s): Humanities; Language**C. Shread**Advisory: placement score of 100-200***FREN-201 Intermediate French***Fall and Spring. Credits: 4*

A comprehensive grammar review aimed at developing language skills in context and providing a foundation for continued study of writing, speaking, reading, and listening in French. Using 'French In Action' and various methods and multimedia tools, all sections will concentrate on: study of grammatical structures as means of communication; frequent compositions to develop effective writing strategies; reading short literary and non-literary texts; and, guided oral expression through structured discussions and exercises.

*Applies to requirement(s): Humanities; Language**A. Alquier, C. Shread**Prereq: FREN-102 or FREN-199, placement score of 200-350, or department placement.***FREN-203 Advanced Intermediate French***Fall and Spring. Credits: 4*

This course will improve students' writing and speaking skills in French and develop their ability to read and analyze texts. Course materials include authors and films representing cultures of the French-speaking world. Written and oral expression are strengthened through weekly essays, class discussion, and comprehensive grammar review.

*Applies to requirement(s): Humanities; Language**A. Alquier, C. LeGouis**Prereq: FREN-201, placement score of 350-450, or department placement.***FREN-215 Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World***Fall and Spring. Credits: 4*

This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**E. Gelfand, C. Shread**Prereq: FREN-203, placement score of 450 or higher, or department placement.***FREN-219 Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World***Fall and Spring. Credits: 4*

This course introduces the literatures of French-speaking countries outside Europe. Readings include tales, novels, plays, and poetry from Africa, the Caribbean, Canada, and other areas. Discussions and short papers examine the texts as literary works as well as keys to the understanding of varied cultures. Students will be asked to do formal oral and written presentations.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**S. Gadjigo**Prereq: FREN-203, placement score of 450 or higher, or department placement.***FREN-225 Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World***Spring. Credits: 4*

This course will introduce students to contemporary popular culture in France and the French-speaking world, largely through the study of recent (post-1990) best-selling novels, popular music, and feature films. Students will be asked to give formal oral presentations based on up-to-date materials gathered from the Internet and/or French television and to participate actively in class discussion.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**C. Rivers**Prereq: FREN-203, placement score of 450 or higher, or department placement.***FREN-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***Advanced Courses****FREN-311 Period Courses**

The usual periodization of French literature and culture is by century. Some period courses focus on the characteristics of specific centuries. Others focus on artistic or intellectual movements: gothic, Renaissance, romantic. All period courses, whatever their conceptual framework, integrate texts and historical contexts.

**FREN-321 Genre Courses**

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

**FREN-321RL Genre Courses: 'Topic: History of Romance Languages'**  
*Spring. Credits: 4*

This course examines the structural evolution of Romance languages from Vulgar Latin to contemporary forms. A chronological account will be organized around themes of persistence (inheritance from Latin) and innovation (structural change). We will begin by exploring different theories about linguistic change. Then, using concrete examples, we will analyze the main stages of development of Romance languages by focusing on different features at all linguistic levels and relating them to historical and sociological factors.

*Crosslisted as: SPAN-360RL, ITAL-361HS, ROMLG-375HS*

*Applies to requirement(s): Humanities*

*E. Castro*

*Advisory: For language majors: two courses in culture and literature at the 200 level. Also open to non-language majors with no prerequisite.*

*Notes: 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.*

**FREN-331 Courses on Social and Political Issues and Critical Approaches**

These courses examine a definable phenomenon—an idea, a movement, an event, a mentality, a cultural structure or system, an historical problem, a critical mode—relevant to the civilization of France or of French-speaking countries. Readings from a variety of disciplines shed light on the particular aspect of thought or culture being studied.

**FREN-331BF Courses on Social and Political Issues and Critical Approaches: 'Corporalités: Writing the Body in French'**

*Not Scheduled for This Year. Credits: 4*

Study of representations of the body in French and Francophone fiction, film and art. How has embodiment been conceived across time and culture? What concepts of beauty, gender, race, class, sexuality, and age do the works communicate? How do representations of bodies convey power and desire? What forms of violence and monstrosity appear? Theoretical readings (Descartes, Freud, Beauvoir, Fanon, Foucault, Chebel) plus possible authors and films: Rabelais; Molière; Balzac; Gide; Colette; Duras; Blais; Djemai; Warner-Vieyra; Rawiri; *Un chien andalou*; *Cléo de 5 à 7*; *Le Jardin parfumé*.

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

*E. Gelfand*

*Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225 or permission of department chair and course instructor.*

**FREN-331SE Courses on Social and Political Issues and Critical Approaches: 'Writing and Politics: Literature as Social Engagement'**

*Fall. Credits: 4*

Study of French and Francophone writers, filmmakers, and artists, in their specific contexts, whose works engage with important political and social issues of their time and place. Preliminary readings theorize how texts can communicate, explicitly or implicitly, an ideological stance. We will then consider imaginative works, from the Middle Ages to the present, whose thematic, narrative, cinematic, stylistic, or linguistic techniques connect with movements for social or cultural change.

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

*E. Gelfand*

*Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225 or permission of department chair and course instructor.*

**FREN-341 Courses in Francophone Studies**

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

**FREN-341FS Courses in Francophone Studies: 'Women and Writing in French-Speaking Africa'**

*Fall. Credits: 4*

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

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

*S. Gadjigo*

*Prereq: 12 credits in French including two courses at the advanced level, or permission of department chair and instructor.*

**FREN-341NE Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'**

*Not Scheduled for This Year. Credits: 4*

In the interwar period, 1920-1940, black students from Africa and the Caribbean met in Paris to pursue their education. Galvanized by the colonial situation at home and the political situation in France, Aimé Césaire (Martinique), Léopold S. Senghor (Sénégal), and Léon Damas (French Guyana) formed the cultural movement called Négritude. This course will survey the emergence, goals, evolution, achievements, and legacies of that movement. Discussions will be based on major texts by the founders. Their influence on the works of a new generation of African and Caribbean writers will also be examined.

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

*S. Gadjigo*

*Prereq: 12 credits in French including two courses at the advanced level, or permission of department chair and instructor.*

**FREN-341PA Courses in Francophone Studies: 'Paris dans l'Imaginaire Africain'**

*Spring. Credits: 4*

Colonial relations have not only been a contest over land ownership but were also always centered around the question of who has the right to represent whom. This course will examine how, from the fifties and sixties, African students in France have represented France and Paris in their narratives. Readings will include novels and travelogues.

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

*S. Gadjigo*

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

**FREN-341SE Courses in Francophone Studies: 'A Rebel with a Camera: the Cinema of Ousmane Sembène'**

*Not Scheduled for This Year. Credits: 4*

Born in 1923 in Senegal, the writer/filmmaker Ousmane Sembène is one of the rare witnesses of the three key periods of contemporary African history: the colonial period; the period of struggle for political and economic independence; and the period of effort to eliminate neocolonialism through the rehabilitation of African cultures. This course is entirely devoted to the works of Ousmane Sembène and will explore the key moments of his life, his activism in European leftist organizations, his discovery of writing, and most of all the dominant features of his film work.

*Crosslisted as: FL MST-370SE*

*Applies to requirement(s): Humanities*

*S. Gadjigo*

*Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.*

**FREN-351 Courses on Women and Gender**

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

**FREN-351SE Courses on Women and Gender: 'Every Secret Thing'**  
*Spring. Credits: 4*

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.

*Applies to requirement(s): Humanities; Language*  
*C. Rivers*

*Prereq: French 215 and one of French 219, French 225, French 230.*

**FREN-351VR Courses on Women and Gender: 'Viragos, Virgins, and Visionaries'**

*Not Scheduled for This Year. Credits: 4*

In this course, we will study the three most celebrated French female saints: Jeanne d'Arc, Thérèse de Lisieux and Bernadette de Lourdes. Their stories are similar: ordinary young women to whom extraordinary things happened, who became symbols of France and inspired a rich verbal and visual iconography. Yet they are profoundly different: Joan was a warrior, Thérèse a memoirist, Bernadette a visionary. We will study the facts of their lives, in their own words and those of others, but also the many fictions, semi-fictions, myths and legends based on those lives. We will analyze a number of films and visual images as well as literary and non-literary texts in our attempt to understand these cases of specifically female, specifically French sainthood.

*Crosslisted as: GNDST-333VR*

*Applies to requirement(s): Humanities; Language*  
*C. Rivers*

*Prereq: French 215 and one of French 219, French 225, French 230.*

**FREN-361 Courses in Advanced Language Study**

These courses investigate the French language, past or present, and refine students' linguistics skills by focusing on nuances of written and spoken expression. Areas of study may include stylistics, translation, phonology, morphology, syntax, rhetoric, and dramatic art.

**FREN-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

# Gender Studies

## Overview and Contact Information

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.

## Contact Information

**Karen Remmler, Chair (Fall 2018)**  
**Kimberly Brown, Chair (Spring 2019)**  
**Bridget Barrett, Academic Department Coordinator**

109 Shattuck Hall  
413-538-2257  
<https://www.mtholyoke.edu/acad/gender>

## Faculty

**This area of study is administered by the Department of Gender Studies:**

Karen Remmler, Professor of German Studies

Christian Gundermann, Associate Professor of Gender Studies

Erika Rundle, Associate Professor of Theatre Arts, On Leave 2018-2019

Ren-yo Hwang, Assistant Professor of Gender Studies and Critical Social Thought

Jacquelyne Luce, Lecturer in Gender Studies

Angela Willey, Five College Associate Professor of Women, Gender, Sexuality Studies

Verónica Zebadua Yanez, Visiting Instructor in Gender Studies

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
GNDST-101	Introduction to Gender Studies	4
GNDST-201	Methods and Practices in Feminist Scholarship	4
GNDST-221	Feminist and Queer Theory <sup>1</sup>	4
GNDST-290	Field Placement <sup>2</sup>	4
or an alternative course with a significant community based learning component and a focus on women, gender, and/or sexuality <sup>2</sup>		
Advanced Seminar (two) offered within the GNDST-333 rubric		8
GNDST-392	Senior Seminar	4



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

Total Credits 36

<sup>1</sup> Topics and approaches emphasized in GNDST-221 (Feminist and Queer 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 GNDST-333.

<sup>2</sup> Permission to have a course other than GNDST-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.

## Additional Specifications

- 12 credits of the major must be taken at the 300 level

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
GNDST-101	Introduction to Gender Studies	4
GNDST-201	Methods and Practices in Feminist Scholarship	4
or GNDST-221	Feminist and Queer Theory	
8 credits above the 100 level; may be chosen from gender studies courses or courses approved by the department		8
4 credits at the 300 level; may be chosen from gender studies courses or courses approved by the department		4
Total Credits		20

## Course Offerings

### GNDST-101 Introduction to Gender Studies

Fall and Spring. Credits: 4

This course is designed to introduce students to social, cultural, historical, and political perspectives on gender and its construction. Through discussion and writing, we will explore the intersections among gender, race, class, and sexuality in multiple settings and contexts. Taking an interdisciplinary approach to a variety of questions, we will consider the distinctions between sex and gender, women's economic status, the making of masculinity, sexual violence, queer movements, racism, and the challenges of feminist activism across nations, and possibilities for change. We will also examine the development of feminist theory, including its promises and challenges.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive*

R. Hwang, J. Luce, V. Zebadúa-Yáñez

### GNDST-133 Introductory Topics in Feminist and Queer Studies

#### GNDST-201 Methods and Practices in Feminist Scholarship

Spring. Credits: 4

This is a class about doing research as a feminist. We will explore questions such as: What makes feminist research feminist? What makes it research? What are the proper objects of feminist research? Who can do feminist research? What can feminist research do? Are there feminist ways of doing research? Why and how do the stories we tell in our research matter? Some of the key issues and themes we will address include: accountability, location, citational practices and politics, identifying stakes and stakeholders, intersectionality, inter/disciplinarity, choosing and describing our topics and methods, and research as storytelling. The class will be writing intensive and will culminate in each student producing a research portfolio.

*Applies to requirement(s): Social Sciences*

J. Luce

*Prereq: GNDST-101.*

### GNDST-204 Women and Gender in the Study of Culture

#### GNDST-204CP Women and Gender in the Study of Culture: 'Trap Doors and Glittering Closets: Queer/Trans\* of Color Politics of Recognition, Legibility, Visibility and Aesthetics'

Spring. Credits: 4

In 2014, *Time* magazine declared the "Transgender Tipping Point" as a popular moment of transgender people's arrival into the mainstream. Using a queer and trans\* of color critique, this course will unpack the political discourses and seeming binaries surrounding visibility/invisibility, recognition/misrecognition, legibility/illegibility, belonging/unbelonging and aesthetics/utility. How might we grapple with the contradictions of the trapdoors, pitfalls, dark corners and glittering closets that structure and normalize violence for some while safeguarding violence for others? This course will center the 2017 anthology *Trap Door: Trans Cultural Production and the Politics of Visibility*. *Crosslisted as: CST-249CP*

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

*Other Attribute(s): Writing-Intensive*

R. Hwang

*Prereq: One course in Gender Studies or Critical Social Thought.*

#### GNDST-204CW Women and Gender in the Study of Culture: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'

Fall. Credits: 4

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 *Romance of the Western Bower*, *Peony Pavilion*, and *Butterfly Lovers*. Students will also learn the basics of traditional Chinese opera.

*Crosslisted as: ASIAN-215, THEAT-234CW*

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

Y. Wang

**GNDST-204EM Women and Gender in the Study of Culture: 'Embodiment in Theory: Precarious Lives from Marx to Butler'***Not Scheduled for This Year. Credits: 4*

We examine the writing of major nineteenth, twentieth, and twenty-first century theorists, such as Marx, Nietzsche, Freud, Dubois, Arendt, Fanon, Foucault, Butler, and others through the lens of embodiment. Rather than read theory as an abstract entity, we explore how theory itself is an embodiment of actual lives in which human beings experience life as precarious. What are the social conditions that create vulnerable bodies? How do thinkers who lived or are living precarious lives represent these bodies? Through a series of case studies based on contemporary examples of precarity, we examine the legacy and materiality of critical social thought.

*Crosslisted as: GRMST-231EM, CST-249EM**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**K. Remmler***GNDST-204GV Women and Gender in the Study of Culture: 'Gendered Violence in Spain'***Not Scheduled for This Year. Credits: 4*

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 Boya&iacuten (twentieth century), contemporary news (twenty-first century), and laws (from the thirteenth century to the present).

*Crosslisted as: SPAN-230GV**Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**N. Romero-Díaz**Prereq: SPAN-212.**Notes: Taught in Spanish.***GNDST-204QT Women and Gender in the Study of Culture: 'Queer and Trans Writing'***Spring. Credits: 4*

What do we mean when we say "queer writing" or "trans writing"? Are we talking about writing by queer and/or trans authors? Writing about queer or trans practices, identities, experience? Writing that subverts conventional forms? All of the above? In this course, we will engage these questions not theoretically but through praxis. We will read fiction, poetry, comics, creative nonfiction, and hybrid forms. Expect to encounter work that challenges you in terms of form and content. Some writers we may read include Ryka Aoki, James Baldwin, Tom Cho, Samuel R. Delany, kari edwards, Elisha Lim, Audre Lorde, Cherríe Moraga, Eileen Myles, and David Wojnarowicz.

*Crosslisted as: ENGL-219QT**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Lawlor**Prereq: ENGL-201 and 4 credits in Gender Studies***GNDST-204RP Women and Gender in the Study of Culture: 'Race, Racism, and Power'***Fall. Credits: 4*

This course analyzes the concepts of race and racism from an interdisciplinary perspective, with focus on Latinas/os/x in the United States. It explores the sociocultural, political, economic, and historical forces that interact with each other in the production of racial categories and racial "difference." In particular, we focus on racial ideologies, racial formation theory, and processes of racialization, as well as the relationship between race and ethnicity. The course examines racial inequality from a historical perspective and investigates how racial categories evolve and form across contexts. The analysis that develops will ultimately allow us to think rigorously about social inequality, resistance and liberation.

*Crosslisted as: LATST-250RP, CST-249RP**Applies to requirement(s): Social Sciences; Multicultural Perspectives**V. Rosa**Restrictions: This course is limited to sophomores and juniors.***GNDST-204SW Women and Gender in the Study of Culture: 'Sexuality and Women's Writing'***Not Scheduled for This Year. Credits: 4*

An examination of how U.S. women writers in the twentieth and twenty-first century represent sexuality in prose. Topics to include: lesbian, queer, homoerotic, and transgender possibilities; literary strategies for encoding sexuality, including modernist experiment and uses of genre; thematic interdependencies between sexuality and race; historical contexts, including the 'inversion' model of homosexuality and the Stonewall rebellion. Authors studied may include Barnes, Bechdel, Cather, Chopin, Feinberg, Highsmith, Jackson, Larsen, McCullers, Moraga, Nestle, Stein, and Truong; supplemental critical readings may include Butler, Lorde, Rich, and Sedgwick.

*Crosslisted as: ENGL-286**Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors***GNDST-204TJ Women and Gender in the Study of Culture: 'Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability'***Not Scheduled for This Year. Credits: 4*

This course will offer an overview of select methodologies and methods from Community-based Participatory Action Research (CBPAR), Participatory Action Research (PAR), collaborative ethnography and other social justice research interventions such as radical oral history, grassroots research collectives, experimental digital archives, research and data justice networks and organizations. We will center on questions of "accountability"; that is, to whom, for whom, and to what end do processes of accountability serve those already in power? Moreover, we will investigate the chasms between academia and activism in order to explore the possibility of unlikely collaborative research alliances.

*Crosslisted as: CST-249TJ**Applies to requirement(s): Humanities**R. Hwang**Prereq: 4 credits in Gender Studies or Critical Social Thought.*

**GNDST-204TR Women and Gender in the Study of Culture: 'Trans\* Identities and Communities: Genealogy, Theory, Praxis and Community Research'**

*Not Scheduled for This Year. Credits: 4*

This course will investigate knowledge/cultural production produced by trans\* communities, particularly those multiply impacted by categories of race, gender, sexuality, class, ability, citizenship and location. To understand the critical feminist genealogy/insurgency in which transgender studies/activism have become a field/site of political discourse, we will explore the overlaps and tensions between women/queer/trans\* of color activism and theory. Using experimental and multimedia archives of affect, grief, desire, love, liberation and identitarian contradictions, we will ask how counter genealogies as process can transform how we relate to and inhabit power, futurity and memory.

*Crosslisted as: CST-249TR*

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

*R. Hwang*

*Prereq: 4 credits from Gender Studies.*

**GNDST-204WH Women and Gender in the Study of Culture: 'Worthy Hearts and Saucy Wits'**

*Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: ENGL-239WH*

*Applies to requirement(s): Humanities*

*K. Singer*

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

*Notes: meets English department 1700-1900 requirement*

**GNDST-206 Women and Gender in History**

**GNDST-206AW Women and Gender in History: 'African Women's Work'**

*Not Scheduled for This Year. Credits: 4*

The power to produce food and reproduce society gave women significant public voice in African societies in the past. But over 200 years they lost that public voice and control over subsistence. Why, when women are still producing food and people, is the social and political voice of women so much less significant than it was before? We explore African women's work of governing, production, and social reproduction across the tumultuous changes of the 20th century. The class seeks to provide an achievable yet challenging set of learning experiences for those who have no prior experience studying Africa, but also for those who have substantial previous engagement with African issues.

*Crosslisted as: HIST-296AW, AFCNA-241AW*

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

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

*H. Hanson*

**GNDST-206CG Women and Gender in History: 'Women and Gender in China'**

*Spring. Credits: 4*

This 200-level seminar introduces students to gender relations in the history of China. It offers students a broad historical narrative of women's lives from early China through the imperial period, and concludes with the power dynamics of gender relations in modern China in the twentieth century. The course is organized chronologically with thematic focus on the politics of marriage and reproduction; the state's shifting perspectives on women's social roles; and how women interpreted and responded to the changing cultural landscape.

*Crosslisted as: HIST-296CG*

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

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

*L. Wu*

*Notes: All readings are in English.*

**GNDST-206FW Women and Gender in the Study of History: 'African American Women and United States History'**

*Not Scheduled for This Year. Credits: 4*

How is our understanding of U.S. history transformed when we place African American women at the center of the story? This course will examine the exclusion of African American women from dominant historical narratives and the challenge to those narratives presented by African American women's history through an investigation of selected topics in the field.

*Crosslisted as: HIST-280AA, AFCNA-241FW*

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

*M. Renda*

**GNDST-206US Women and Gender in the Study of History: 'U.S. Women's History since 1890'**

*Not Scheduled for This Year. Credits: 4*

This course introduces students to the major themes of U.S. women's history from the 1880s to the present. We will look both at the experiences of a diverse group of women in the U.S. as well as the ideological meaning of gender as it evolved and changed over the twentieth century. We will chart the various meanings of womanhood (for example, motherhood, work, the domestic sphere, and sexuality) along racial, ethnic, and class lines and in different regions, and will trace the impact multiple identities have had on women's social and cultural activism.

*Crosslisted as: HIST-276*

*Applies to requirement(s): Humanities*

*M. Renda*

**GNDST-210 Women and Gender in Philosophy and Religion**

**GNDST-210BD Women and Gender in Philosophy and Religion: 'Women and Buddhism'**

*Not Scheduled for This Year. Credits: 4*

This course examines the contested roles and representations of Buddhist women in different historical and cultural contexts. Using a variety of ethnographic, historical, and textual sources, the course investigates both the challenges and opportunities Buddhist women have found in their religious texts, institutions, and communities.

*Crosslisted as: RELIG-241*

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

*S. Mrozik*

**GNDST-210JD Women and Gender in Philosophy and Religion: 'Women and Gender in Judaism'***Not Scheduled for This Year. Credits: 4*

This course examines gender as a key category in Jewish thought and practice. We will examine different theoretical models of gender, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources.

*Crosslisted as: JWST-234, RELIG-234**Applies to requirement(s): Humanities**M. Benjamin***GNDST-210NR Women and Gender in Philosophy and Religion: 'Women in New Topics in Religion: 'Women in New Religious Movements'***Spring. Credits: 4*

Many new religious movements have advocated for women occupying unlikely roles of service and leadership. This course analyzes the intersection of religious alterity and gender equity. Primarily focusing on twentieth and twenty-first century new religions, the course considers how select women have shaped and transformed the structures of religions on the margins.

*Crosslisted as: RELIG-225NR**Applies to requirement(s): Humanities**M. Coleman-Tobias***GNDST-210PH Women and Gender in Philosophy and Religion: 'Women and Philosophy'***Not Scheduled for This Year. Credits: 4*

The goal of this course is to see how careful philosophical thought can help us with pressing issues that women face. We approach this topic through a distinctly feminist lens, as opposed to a traditional philosophical, queer theoretic, or gender studies lens. We will draw on a variety of philosophical resources, ranging from liberal and feminist political theory, to speech act theory. Possible questions we will consider include: What is objectification? What is consent? Is pornography degrading? How does sexism and bias lead to bad science?

*Crosslisted as: PHIL-249**Applies to requirement(s): Humanities**The department***GNDST-210SL Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'***Not Scheduled for This Year. Credits: 4*

This course will examine a range of ways in which Islam has constructed women—and women have constructed Islam. We will study concepts of gender as they are reflected in classical Islamic texts, as well as different aspects of the social, economic, political, and ritual lives of women in various Islamic societies.

*Crosslisted as: RELIG-207**Applies to requirement(s): Humanities; Multicultural Perspectives**A. Steinfels***GNDST-212 Women and Gender in Social Sciences****GNDST-212HR Women and Gender in Social Sciences: 'Human Rights Lab: Transnational Perspectives on LGBTQI and Women's Rights'***Spring. Credits: 4*

The course will study the contemporary state of LGBTQI and Women's Rights worldwide and the strategies available to further them. At once a seminar and a practice-based workshop, students will learn about international human rights law, human rights monitoring and accountability mechanisms, and gender justice policies. Students will simulate writing UN reports, International NGO reports, country-based NGO reports, and undertake research on LGBTQI and women's rights violations. The focus topics will be gender-based violence, humanitarian policy, transitional justice, and economic empowerment. Several practitioners will join the course throughout the semester.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**V. Zebadúa Yáñez*

*Prereq: Introduction to Gender Studies or a social sciences introductory course (politics, sociology, anthropology, international relations, critical social thought, etc.).*

**GNDST-212HS Women and Gender in Social Sciences: 'Psychology of Human Sexuality'***Fall. Credits: 4*

This course is an introduction to the psychological study of human sexuality. We will take a psychobiosocial perspective in this course, covering topics such as reproductive anatomy and physiology, sexual response, sexually transmitted infections, contraceptive choices, pregnancy and birth, attraction and dating, love, sexual and relational communication, and consent. The goals of the course are to have students develop a strong understanding of human sexual biology, identity, behavior, and health, to understand how each of these areas is impacted by social context, and to engage with current research in the field.

*Crosslisted as: PSYCH-217**Applies to requirement(s): Social Sciences**C. Flanders**Prereq: PSYCH-100.***GNDST-221 Feminist and Queer Theory****GNDST-221QF Feminist and Queer Theory: 'Feminist and Queer Theory'***Fall. Credits: 4*

We will read a number of key feminist texts that theorize sexual difference, and challenge the oppression of women. We will then address queer theory, an offshoot and expansion of feminist theory, and study how it is both embedded in, and redefines, the feminist paradigms. This redefinition occurs roughly at the same time (1980s/90s) when race emerges as one of feminism's prominent blind spots. The postcolonial critique of feminism is a fourth vector we will examine, as well as anti-racist and postcolonial intersections with queerness. We will also study trans-theory and its challenge to the queer paradigm.

*Applies to requirement(s): Humanities**C. Gundermann**Prereq: GNDST-101.*



**GNDST-241 Women and Gender in Science****GNDST-241HP Women and Gender in Science: 'Feminist Health Politics'***Fall and Spring. Credits: 4*

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

*Crosslisted as: ANTHR-216HP**Applies to requirement(s): Social Sciences**J. Luce**Prereq: 4 credits in gender studies.***GNDST-250 Gender and Power in Global Contexts****GNDST-290 Field Placement***Spring. Credits: 4*

This course presents an opportunity for students to apply gender theory to practice and synthesize their work in gender studies. Connections between the academy and the community, scholarship and social action will be emphasized. Students will arrange for a placement at a non-profit organization, business, or institution that incorporates a gender focus. A weekly seminar with other students provides a structured reflection forum to analyze experience and methods.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning, Speaking-Intensive**C. Gundermann**Prereq: GNDST-101 and either GNDST-201 or GNDST-221.***GNDST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***GNDST-333 Advanced Seminar****GNDST-333AD Advanced Seminar: 'Abolitionist Dreams & Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice'***Fall. Credits: 4*

This seminar will offer close theoretical readings of a variety of anti-colonial, abolitionist, anti-imperialist, insurgent and feminist-of-color memoir, autobiographical and social justice texts. We will read works from Leanne Betasamosake Simpson, Assata Shakur, Patrisse Cullors, Grace Lee Boggs, Audre Lorde, Leah Lakshmi Piepzna-Samarsinna, Leila Khaled, Fannie Lou Hamer, Sarah Ahmed, Lee Maracle, Kai Cheng Thom, Angela Davis, Sojourner Truth, adrienne maree brown, Alexis Pauline Gumbs, Mary Brave Bird, Jamaica Kincaid, Gabby Rivera and Haunani-Kay Trask. We will center the interlinking and capacious concepts of liberation, revolution, freedom, justice and decolonization.

*Crosslisted as: CST-349AD**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**R. Hwang**Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.***GNDST-333AR Advanced Seminar: 'Anthropology of Reproduction'***Not Scheduled for This Year. Credits: 4*

This course covers major issues in the anthropology of reproduction, including the relationship between production and reproduction, the gendered division of labor, the state and reproductive policy, embodied metaphors of procreation and parenthood, fertility control and abortion, crosscultural reproductive ethics, and the social implications of new reproductive technologies. We examine the social construction of reproduction in a variety of cultural contexts.

*Crosslisted as: ANTHR-306**Applies to requirement(s): Social Sciences; Multicultural Perspectives**L. Morgan**Prereq: 8 credits in Anthropology or Gender Studies.***GNDST-333AX Advanced Topics: 'Making Waves: Gender and Sexuality in Asian America'***Not Scheduled for This Year. Credits: 4*

Dragon ladies, lotus blossoms, geisha girls—the U.S. cultural imaginary is saturated with myths regarding Asian sexuality and gender. This interdisciplinary course intervenes into this dominant imaginary by exploring feminist and queer frameworks derived from Asian-American contexts: immigration, labor, racial stereotyping, militarization, citizenship, and so-called "terrorism." Through a mix of scholarly, creative, activist, and media texts, we will challenge preconceived notions about Asian Americans as regressive, repressed, or hyper-sexual, as well as examine the powerful counter-imaginaries offered within Asian American literature and culture.

*Crosslisted as: CST-349AX**Applies to requirement(s): Social Sciences; Multicultural Perspectives**J. Kim**Prereq: GNDST-101.***GNDST-333BD Advanced Seminar: 'Rethinking the Sexual Body'***Spring. Credits: 4*

This course is an introduction to the interdisciplinary feminist study of sexuality. Its primary goal is to provide a forum for students to consider histories of sexuality and race in the U.S. both in terms of theoretical frameworks within gender studies, and in terms of a range of sites where those theoretical approaches become material, are negotiated, or are shifted. The course is a fully interdisciplinary innovation. It will emphasize links rather than differences between theory and practice and between cultural, material, and historical approaches to the body, gender, and sexuality. Throughout the course we will consider contemporary sexual politics in light of the co-constitutive histories of racial and sexual formations in science and culture.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Willey**Prereq: Coursework in feminist, queer, critical race, and/or critical ethnic studies.*

**GNDST-333BT Advanced Seminar: 'The Body Toxic: Narratives of Race, Disability, and Illness'***Not Scheduled for This Year. Credits: 4*

This course examines the intersections of race, disability, illness, and health using literature and culture as primary sites of engagement. Looking to writers like Audre Lorde, Anna Deavere Smith, Mia Mingus, Harriet Jacobs, and Indra Sinha, it asks how structures of racial, environmental, and economic inequity transform the category of disability, which critics have primarily defined in terms of whiteness. It also considers alternate conceptions of health—models that do not align with mandates of productivity or normative embodiment—offered by the texts under consideration, and asks what political/ social liberation might look like when able-bodiedness is no longer privileged.

*Crosslisted as: CST-349BT**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**J. Kim***GNDST-333CF Advanced Seminar: 'Survived, Punished and (Un)Deserving: Feminist Participatory Action Research Against Carceral Feminisms'***Spring. Credits: 4*

This course will consider the critical intervention of *#SurvivedAndPunished*, and the idea of "survivor defense as abolitionist praxis." Using principles and case studies from feminist and critical race action research, we will investigate the concepts of transformative justice, carceral feminism and anti-violence alongside the binaries of deserving/undeserving and good-victim/non-victim criminal. How does this relate to the corrective notions of rehabilitation, redemption and restitution? What does the criminalization of survivors of violence (i.e., gendered, racial, intimate partner, sexual and state violence) tell us about our limited views of justice and collective healing from harm?

*Crosslisted as: CST-349CF**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning, Writing-Intensive**R. Hwang**Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.***GNDST-333DH Advanced Seminar: 'Desperate Housewives in 19th-through early 20th-century American Literature'***Spring. Credits: 4*

This course will explore visual and literary images of nineteenth through early 20th-century marriage and motherhood. Discussion of Virginia's Woolf's 'A Room of One's Own' and Barbara Welter's essay 'The Cult of True Womanhood' will serve as the springboard for our focus on representations of women in the home. We will incorporate a visit to the art museum, and will analyze film adaptations of some of the texts we read. The course will focus primarily on American literature, film, and art, with the exception of Ibsen's *A Doll's House*; selected written texts will include works by writers such as Hawthorne, James, Stowe, Gilman, Freeman, Chopin, Hurston, and Wharton.

*Crosslisted as: ENGL-373DH**Applies to requirement(s): Humanities**L. Glasser**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from the English department.***GNDST-333EF Advanced Seminar: 'Women Writers: Early Feminisms'***Fall. Credits: 4*

This course examines a variety of "literary" expressions of women in Early Modern Spain and Colonial Latin America (e.g. Teresa de Avila, Catalina de Erauso, María de Zayas and sor Juana Inés de la Cruz). Attention will be paid to the formal means by which women writers emulated, appropriated, or subverted male-authored models, and how with her words and actions, they challenged modes of thinking and threatened patriarchal ideologies. 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 these women in the past.

*Crosslisted as: SPAN-330EF**Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**N. Romero-Díaz**Instructor permission required.**Prereq: Two 200-level Spanish courses above SPAN-212.**Advisory: Online application required, see <http://www.mtholyoke.edu/acad/gender/300level.html>**Notes: Taught in Spanish***GNDST-333EG Advanced Seminar: 'Eggs and Embryos: Innovations in Reproductive and Genetic Technologies'***Fall. Credits: 4*

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

*Crosslisted as: ANTHR-316EG**Applies to requirement(s): Social Sciences**J. Luce**Prereq: 8 credits in gender studies or anthropology.***GNDST-333EM Advanced Seminar: 'Flesh and Blood: Naturecultural Embodiments'***Spring. Credits: 4*

What does it mean to be (in?) a body? Who counts as whole, broken or food? How do discipline, punishment, use, reproduction, and illness come into play? What are agency, animacy, knowledge, consciousness in relation to embodiment? Western rationality has produced and disciplined a coherent, bounded, defended, racialized, and gendered bodily Self through medicine, psychiatry, nutrition, education, sexology, thanatology, obstetrics, and other disciplines. We will explore this production and its continual undoing, through topics such as medical diagnosis, disability, death and burial cultures, infection, diet, breastfeeding and dairy, chronic illness, depression, queerness, and hormone replacement.

*Crosslisted as: CST-349EM**Applies to requirement(s): Humanities**C. Gundermann**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: GNDST-101 and GNDST-221 or GNDST-201, or CST-200 or CST-248, or 8 credits in Anthropology, Sociology, History, Environmental Studies or Geography.*

**GNDST-333FC Advanced Seminar: 'Latin American Cinema: Beyond the Farm and the Factory'***Not Scheduled for This Year. Credits: 4*

How do labor relationships and the social construction of what work means affect our lives as well as our communities? How do they contribute to shape our identities? In which ways can our gender, sexual orientation, race, social class or migratory status define our working possibilities? How do the concepts of marginality and informality emerge to identify the precarious Latin American labor conditions? Through Latin American films, students will problematize the idea of service, worker, industry, classic and non-classic work, sexual and affective work, and child labor, among others.

*Crosslisted as: LATAM-374**Applies to requirement(s): Humanities; Multicultural Perspectives**A. Pitetta***GNDST-333FM Advanced Seminar: 'Latina Feminism(s)'***Not Scheduled for This Year. Credits: 4*

What is Latina Feminism? How does it differ from and/or intersect with "other" feminisms? In this seminar, we will explore the relationship between Latina feminist theory, knowledge production, and social change in the United States. This interdisciplinary course explores Latina feminism in relation to methodology and epistemology through a historical lens. This will help us to better understand how Latina feminist approaches can inform our research questions, allow us to analyze women's experiences and women's history, and challenge patriarchy and gender inequality. We will explore topics related to knowledge production, philosophies of the "self," positionality, inequality, the body, reproductive justice, representation, and community. Our approach in this class will employ an intersectional approach to feminist theory that understands the interconnectedness between multiple forms of oppression, including race, class, sexuality, and ability. Central to seminar discussions and student learning is a substantial community-based learning requirement that will facilitate a deeper engagement and analysis of the relationship between the concepts we explore in the course. Our goal is to develop a robust understanding of how Latina feminist methodologies and epistemologies can be tools for social change.

*Crosslisted as: LATST-350FM, CST-349FM**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**V. Rosa**Restrictions: This course is open to juniors and seniors***GNDST-333GG Advanced Seminar: 'Race, Gender, and Empire: Cultural Histories of the United States and the World'***Not Scheduled for This Year. Credits: 4*

Recent cultural histories of imperialism—European as well as U.S.—have illuminated the workings of race and gender at the heart of imperial encounters. This course will examine the United States' relationship to imperialism through the lens of such cultural histories. How has the encounter between Europe and America been remembered in the United States? How has the cultural construction of 'America' and its 'others' called into play racial and gender identities? How have the legacies of slavery been entwined with U.S. imperial ambitions at different times? And what can we learn from transnational approaches to 'the intimacies of empire'?

*Crosslisted as: HIST-301RG**Applies to requirement(s): Humanities**M. Renda**Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in History, or 4 credits in History and 8 credits in Gender Studies, or permission of the instructor by application to the History department.*

**GNDST-333GS Advanced Seminar: 'Gender and Sexual Minority Health'***Spring. Credits: 4*

This course is a critical overview and investigation of health as it relates to the experiences of gender and sexual minority people. We will begin with exploring theoretical understandings of health and marginalization, and use those as frameworks to examine various domains of health. Areas of interest will include mental health, sexual and reproductive health, substance use, disability, and issues related to body size and image. We will end by looking at other structural issues that affect gender and sexual minority health, such as access to care, health education, and health policy.

*Crosslisted as: PSYCH-319GS**Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**C. Flanders**Prereq: PSYCH-200 or PSYCH-204 or GNDST-201.***GNDST-333HH Advanced Seminar: 'Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*'***Spring. Credits: 4*

A seminar on the eighteenth-century Chinese masterpiece *The Story of the Stone* and selected literary criticism in response to this work. Discussions will focus on love, gender-crossing, and women's supremacy and the paradoxical treatments of these themes in the novel. We will explore multiple aspects of these themes, including the sociopolitical, philosophical, and literary milieus of eighteenth-century China. We will also examine this novel in its relation to Chinese literary tradition in general and the generic conventions of premodern Chinese vernacular fiction in particular.

*Crosslisted as: ASIAN-340**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**Y. Wang**Advisory: Intended for East Asian Studies majors and Asian Studies minors.***GNDST-333LA Advanced Seminar: 'Writing as Women: Female Autobiographical Writings in Latin America'***Not Scheduled for This Year. Credits: 4*

Who speaks in a text? What relationship exists between literature, images and identity? How can we portray ourselves in specific socio-political contexts? How do women writers build themselves as authors in the context of a patriarchal literary tradition? How do they address problems of subjectivity, self-representation and self-legitimation? What are the challenges that the self-writing poses to women writers like a black Brazilian woman living in favelas who supports her family by digging through the garbage for paper and scraps to sell; a nun and poet during the colonial period in Mexico; a political prisoner and survivor from a Southern Cone concentration camp during the Argentinian dictatorship; K'iche' political activist and survivor of the Guatemalan Civil War? How do those challenges interact with those of other women writers with more privileged positions in their societies? The course focuses on a heterogeneous corpus of Latin American texts (novels, diaries, letters, poetry and memoirs) that display a literary female personae in a variety of contexts and how they shape the process of construction of woman as author in Latin America from the colonial period until now.

*Crosslisted as: SPAN-330FA**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Pitetta**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish*

**GNDST-333MC Advanced Seminar: 'Latinas/os/x and Housing: Mi Casa Is Not Su Casa'***Not Scheduled for This Year. Credits: 4*

Housing is closely tied to quality of life and the health of neighborhoods and communities. As a main goal of the "American Dream," homeownership has important significance on an individual and societal level. For immigrants, this goal is often out of reach as a result of racism and discriminatory housing policies. This interdisciplinary seminar explores Latinas/os/x relationship to housing and homeownership by examining: 1. the history of housing policy in the United States; 2. national identity, assimilation, and housing; and 3. discriminatory housing policies/programs and housing inequality. We explore topics including immigration, housing policy, public housing, segregation, gentrification, the suburbs, homelessness, eviction, affordability, and community building. Exploring this range of topics will help us develop a clearer understanding of why housing is one of the most pressing issues for Latinas/os/x today.

*Crosslisted as: LATST-350MC, CST-349MC**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**V. Rosa**Restrictions: This course is open to juniors and seniors***GNDST-333ML Advanced Seminar: 'Mary Lyon's World and the History of Mount Holyoke'***Not Scheduled for This Year. Credits: 4*

What world gave rise to Mary Lyon's vision for Mount Holyoke and enabled her to carry her plans to success? What local and global circumstances subsequently shaped the institution and the women who passed through it? How did Mount Holyoke women attempt to fashion the worlds they encountered in and beyond South Hadley and what came of their efforts? We will inquire into the historical arrangements of power—involving race, class, gender, religion, culture, body politics, and colonialism—that formed Mount Holyoke and the world in which it has operated. Students write a substantial research paper based on primary and secondary sources.

*Crosslisted as: HIST-333ML**Applies to requirement(s): Humanities**M. Renda**Prereq: 8 credits of History.**Advisory: Prior fulfillment of the multicultural requirement is required.***GNDST-333MM Advanced Seminar: 'A Landscape of One's Own: Nature and Gender in American Literature (Nineteenth and Twentieth Century)'***Not Scheduled for This Year. Credits: 4*

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. With Thoreau as our springboard, we will focus on women who told the stories of their lives in the context of islands, deserts, prairies and forests of the United States.

*Crosslisted as: ENGL-373NT, ENVST-373WN**Applies to requirement(s): Humanities**L. Glasser**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from the English department.***GNDST-333MS Advanced Seminar: 'Multi-Species Justice? Entangled Lives and Human Power'***Not Scheduled for This Year. Credits: 4*

How can we change animal exploitation and re-situate the human more equitably with other species? Through animal rights? Justice? Abolition? Dismantle human exceptionalism? Animal emancipation? Companionship? Co-existence? Stewardship? What are the uses and limits of the discourses from which critical animal studies borrows conceptually, for example: antiracism, feminism, disability studies, nationalism, transformative justice, and so on. We will explore different scenarios of human-nonhuman entanglements, such as training, rescue, the animal industrial complex, the politics of extinction, hunting, infection, predation, breeding/reproduction and others.

*Crosslisted as: CST-349MS**Applies to requirement(s): Humanities**C. Gundermann***GNDST-333NT Advanced Seminar: 'Entangled Sexuality: Violence, Resistance, Crime, Punishment And Survival'***Not Scheduled for This Year. Credits: 4*

Sexuality via current US law is largely conceived of as a singular identity axis, existing independently of other categories and social phenomena. Through critical queer, critical race and settler colonial theory, this course will study the concepts of sexual citizenship/respectability in relation to criminality of "deviant" sexualized, racialized, colonized bodies. In turn, we will explore recent modes of LGBT legal reform – or rather "carceral feminisms" and "pink-washing." Lastly, we will focus on the unprecedented rate in which women/queer/trans people of color experience violence from the criminal justice system and its law enforcers, even in cases of survival and self-defense.

*Crosslisted as: CST-349NT**Applies to requirement(s): Humanities; Multicultural Perspectives**R. Hwang**Prereq: 8 credits from Gender Studies.***GNDST-333PA Advanced Seminar: 'Natural's Not in It: Pedro Almodóvar'***Not Scheduled for This Year. Credits: 4*

This course studies the films of Pedro Almodovar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates. For instance, what can a weeping transvestite teach us about desire? What happens when plastic surgery and organ transplants become metaphors? Under what circumstances, if any, can spectators find child prostitution cute?

*Crosslisted as: SPAN-340PA, FLMST-380PA**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: GNDST-101.**Notes: Weekly evening screenings. Taught in English.*



**GNDST-333PD Advanced Seminar: 'Primate Dramas: Kinship, Evolution, Theatricality'***Not Scheduled for This Year. Credits: 4*

This seminar explores how intra-primate relations have been dramatized throughout the twentieth century, as species difference dis/entangled with racial, class, and ethnic identities. Each class will focus on one or more "primate dramas" (plays, films, stories, essays), which will be read alongside critical work from the interdisciplinary fields of gender, performance, and animal studies. The intertextuality of this material will be an important area of inquiry, as it suggests a narrative lineage evolving in response to scientific and cultural change. Familiarity with dramatic theory, feminist science studies, environmental studies, and/or film studies will be helpful.

*Crosslisted as: THEAT-350PD**Applies to requirement(s): Humanities**E. Rundle**Restrictions: This course is open to juniors and seniors**Prereq: One of the following: THEAT-251, THEAT-252, GNDST-101, GNDST-221, FLMST-201, ENVST-210.***GNDST-333PM Advanced Seminar: 'Poetry and Image: Formations of Identity'***Not Scheduled for This Year. Credits: 4*

With an emphasis on producing creative texts, the course will examine the parallel and often overlapping impulses of poetry and image-making (photography, painting, and other visual arts). We will explore concepts of identity through the work of artists such as Alice Neel, Mikalene Thomas, Claude Cahun, Cindy Sherman, Kehinde Wiley, Glenn Ligon, Catherine Opie, Kara Walker, Diane Arbus, Vivian Maier, and Nan Goldin. Writers will include Ocean Vuong, Danez Smith, Sherwin Bitsui, Robert Seydel, Ari Baniyas, Safia Elhillo, Gloria Anzaldúa, Morgan Parker, Layli Longsoldier, Judy Grahn, Audre Lorde, Ronaldo Wilson, Shane McCrae, Adrienne Rich, David Wojnarowicz, Eileen Myles, and others.

*Crosslisted as: ENGL-361PM**Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**S. Ace**Prereq: A 200-level creative writing course.***GNDST-333RN Advanced Seminar: 'Race / Nation / Gender: Feminist Studies of Scientific, Medical and 'Patient' Mobility'***Not Scheduled for This Year. Credits: 4*

This seminar explores the potentially novel entanglements of 'race', 'nation' and 'gender' through the increasing transnationalization of scientific and medical practices, the mobility of practitioners and consumers, and the mobilization of scientific and medical knowledge by individuals and communities, as well as governmental and civil society organizations. We will engage with the multiple tensions in feminist research on topics such as diversity, population and medical genomics, and reproductive and medical tourism as the multiple and shifting identities of experts and 'lay' individuals call attention to the power and problematics of scientific, medical and patient 'diasporas'.

*Crosslisted as: ANTHR-316RN**Applies to requirement(s): Social Sciences**J. Luce**Prereq: 8 credits in gender studies or anthropology.***GNDST-333RT Advanced Seminar: 'Body and Gender in Religious Traditions'***Not Scheduled for This Year. Credits: 4*

Do bodies matter in religious traditions? Whose bodies matter? How do they matter? By studying religious body ideals and practices, we examine the possibilities and problems different kinds of bodies have posed in religious traditions. Topics include religious diet, exercise, and dress; monasticism, celibacy, and sexuality; healing rituals, and slavery and violence. We pay special attention to contemporary challenges to problematic body ideals and practices coming from feminist, disability, postcolonial, queer, and trans theorists and activists.

*Crosslisted as: RELIG-352, CST-349RE**Applies to requirement(s): Humanities**S. Mrozik**Restrictions: Course limited to sophomores, juniors and seniors***GNDST-333SA Advanced Seminar: 'Women and Gender in Modern South Asia'***Not Scheduled for This Year. Credits: 4*

This colloquium will explore the history of South Asia as seen from women's perspectives. We will read writings by women from the ancient period to the present. We will focus on the diversity of women's experiences in a range of social, cultural, and religious contexts. Themes include sexuality, religiosity, rights to education and employment, violence against women, modernity and citizenship—in short, those issues central to women's movements in modern South Asia. In addition to the textual sources, the course will analyze Indian popular film and the representation of women in this modern visual genre.

*Crosslisted as: HIST-301SA**Applies to requirement(s): Humanities; Multicultural Perspectives**The department**Instructor permission required.***GNDST-333SS Advanced Seminar: 'Gender and Class in the Victorian Novel'***Fall. Credits: 4*

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.

*Crosslisted as: ENGL-323**Applies to requirement(s): Humanities**G. Sanborn**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English.**Notes: meets English department 1700-1900 requirement*

**GNDST-333ST Advanced Seminar: 'Sissies, Studs and Butches: Racialized Masculinities, Effeminacy and Embodiments of Noncompliance'**

*Not Scheduled for This Year. Credits: 4*

This course will investigate the racialization of masculinity (and the masculinization of race) as undergirded by heteropatriarchy, settler colonialism, militarized borders and imperialism. This course will center perspectives from various "Third World Solidarity" diasporas in order to challenge Western, hegemonic and inherent legacies of masculinity as modernity's (hu)man. Using critical race theory, feminist, queer/trans\* of color critique (e.g., Wynter, Fanon, David Eng, José Muñoz), we will ask how whiteness (white supremacist masculinity) shapes and colors masculinity – whether as exemplar, visible, illegible, failed, deviant and even toxic – and what then falls outside of such a frame?

*Crosslisted as: CST-349ST*

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

*R. Hwang*

*Prereq: 8 credits in Gender Studies or Critical Social Thought.*

**GNDST-333TT Advanced Seminar: 'Sex and the Early Church'**

*Not Scheduled for This Year. Credits: 4*

This course examines the various ways first- through fifth-century Christians addressed questions regarding human sexuality. We will concentrate on the rise of sexual asceticism and pay particular attention to the relationship between sexuality and issues of gender, culture, power, and resistance. Primary readings will include letters, narrative accounts of female and male ascetics, monastic rules, and 'heretical' scriptures. These will be supplemented by modern scholarship in early Christian studies and the history of sexuality.

*Crosslisted as: RELIG-306*

*Applies to requirement(s): Humanities*

*The department*

*Prereq: One course in Religion or Gender Studies.*

**GNDST-333UU Advanced Seminar: 'Latina/o Immigration'**

*Fall. Credits: 4*

The course provides an historical and topical overview of Latina/o migration to the United States. We will examine the economic, political, and social antecedents to Latin American migration, and the historical impact of the migration process in the U.S. Considering migration from Mexico, Central America, and the Caribbean, we will discuss the social construction of race, the gendered nature of migration, migrant labor struggles, Latin American-U.S. Latino relations, immigration policy, and border life and enforcement. Notions of citizenship, race, class, gender, and sexuality will be central to our understanding of the complexity at work in the migration process.

*Crosslisted as: LATST-360, CST-349UU*

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

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

*D. Hernández*

*Notes: Community-based learning is optional in this class.*

**GNDST-333VR Advanced Seminar: 'Viragos, Virgins, and Visionaries'**

*Not Scheduled for This Year. Credits: 4*

In this course, we will study the three most celebrated French female saints: Jeanne d'Arc, Thérèse de Lisieux and Bernadette de Lourdes. Their stories are similar: ordinary young women to whom extraordinary things happened, who became symbols of France and inspired a rich verbal and visual iconography. Yet they are profoundly different: Joan was a warrior, Thérèse a memoirist, Bernadette a visionary. We will study the facts of their lives, in their own words and those of others, but also the many fictions, semi-fictions, myths and legends based on those lives. We will analyze a number of films and visual images as well as literary and non-literary texts in our attempt to understand these cases of specifically female, specifically French sainthood.

*Crosslisted as: FREN-351VR*

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

*C. Rivers*

*Prereq: FREN-215 and one of FREN-219, FREN-225, FREN-230.*

**GNDST-333WF Advanced Seminar: 'Women and the Family in Imperial China'**

*Not Scheduled for This Year. Credits: 4*

This course examines the lives of women in imperial China (221 BCE-1911). How did Confucian didactic texts define women and their place in the family? Seen as the core of the family in a patrilineal, patrilocal, and patriarchal society, men prescribed women's roles in family life. How did women understand and respond to the social expectations imposed on them? What changed over the long history of imperial China? Students consider writings by and about women alongside the evidence of material culture.

*Crosslisted as: HIST-301WF*

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

*Other Attribute(s): Writing-Intensive*

*L. Wu*

*Prereq: One course on East Asian history, culture, politics, or language.*

*Notes: meets history department pre-1750 requirement*

**GNDST-333WH Advanced Seminar: 'What is a Woman?'**

*Not Scheduled for This Year. Credits: 4*

What is a woman? French philosopher Simone de Beauvoir opened *The Second Sex* with this deceptively simple but, in effect, radical question. Beauvoir refuted essentialist substantiations of identity and interrogated – through the categories of situation, ambiguity, and lived experience – the politics of embodiment, freedom, and oppression. In this course, we bring her into conversation with feminist and trans\* philosophers who have reflected on the political significance of sexual difference: Wittig, Irigaray, Lorde, Lugones, Butler, Bettcher, and Salamon. At the end of the course, we will re-assess our initial question and think about its resonance in feminist, trans\* and intersex issues today.

*Applies to requirement(s): Social Sciences*

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

*V. Zebadúa Yáñez*

*Prereq: An introductory course in Gender Studies, Critical Social Thought, Philosophy, or Politics.*

**GNDST-333WT Advanced Seminar: 'Witches in the Modern Imagination'**  
*Not Scheduled for This Year. Credits: 4*

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.

*Applies to requirement(s): Humanities*

*E. Rundle*

*Restrictions: This course is open to juniors and seniors*

*Instructor permission required.*

*Prereq: One course from Gender Studies, Film Studies, or Theatre Arts.*

*Advisory: Required online application, preference to Gender Studies and Theatre Arts majors.*

**GNDST-392 Senior Seminar**

*Fall. Credits: 4*

This capstone course brings seniors together to think through relationships among empirical research, theory, activism, and practice in gender studies. Majors with diverse interests, perspectives, and expertise (and other seniors with substantial background in the field) will have the opportunity to reflect on the significance of their gender studies education in relation to their current work (including work in 333s, 390, 395), their academic studies as a whole, and their plans for the future. Course readings and discussion will be shaped by students in collaboration with the instructor.

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

*C. Gundermann*

*Restrictions: This course is limited to seniors.*

**GNDST-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## Geography

### Overview and Contact Information

Geography is an integrated discipline that studies the relationships between people, places, society, and the environment. Mount Holyoke College geography majors and minors learn about the impacts of social, economic, environmental, and political processes that shape spaces and places, the science of earth systems, the human dimensions of global environmental and climate change, and the use of geographic information science (GIS) and remote sensing techniques to represent and analyze data and knowledge at different spatial scales.

### Contact Information

**Steven Dunn, Chair**

**Debra LaBonte, Academic Department Coordinator**

304 Clapp Laboratory

413-538-2278

<https://www.mtholyoke.edu/acad/geography>

## Faculty

**This area of study is administered by the Department of Geology and Geography:**

Steven Dunn, Professor of Geology

Girma Kebbede, Professor of Geography

Mark McMenamin, Professor of Geology

Thomas Millette, Professor of Geography; Director of the Geo-Processing Lab

Alan Werner, Professor of Geology

Michelle Markley, Associate Professor of Geology

Serin Houston, Assistant Professor of Geography and International Relations

J. Michael Rhodes, Five College Professor of Geosciences

Samuel Tuttle, Visiting Assistant Professor of Data Science, Teaching Fall Only

Vivian Leung, Mount Holyoke Fellow; Visiting Instructor in Geology

Eugenio Marciano, Manager of the Geo-Processing Lab; Instructor in Geology and Geography

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
GEOG-105	World Regional Geography	4
GEOG-107	Introduction to the Physical Environment	4
GEOG-205	Mapping and Spatial Analysis	4
or GEOG-210	GIS for the Social Sciences and Humanities	
Any four of the following 200-level thematic and regional courses:		16
GEOG-202	Cities in a Global Context	
GEOL-203	The Earth's Surface	
GEOG-204	Human Dimensions of Environmental Change	
GEOG-206	Political Geography	
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	
ENVST-210	Political Ecology	
GEOG-213	Sustainable Cities	
GEOG-217	The African Environments	
GEOG-230	Environmental Soil Science	
GEOL-247	Environmental Modeling & Statistics	
GEOG-295	Independent Study	
Any two of the following 300-level seminar courses:		8
GEOG-304UP	Planning and the Environment: 'Urban Planning'	
GEOG-312	Seminar	
GEOG-313	Third World Development	
GEOG-319	Africa: Problems and Prospects	
GEOG-320	Research with Geospatial Technologies	
GEOG-325	Conflict and Displacement in Africa	

GEOG-395	Independent Study	
Total Credits		36

## Additional Specifications

- Many geography courses are offered in alternate years. Students should consult the department when planning their major.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
GEOG-105	World Regional Geography	4
Any three of the following 200-level thematic and regional courses:		12
GEOG-202	Cities in a Global Context	
GEOL-203	The Earth's Surface	
GEOG-204	Human Dimensions of Environmental Change	
GEOG-206	Political Geography	
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	
ENVST-210	Political Ecology	
GEOG-213	Sustainable Cities	
GEOG-217	The African Environments	
GEOG-224	Atmosphere and Weather	
GEOL-247	Environmental Modeling & Statistics	
GEOG-230	Environmental Soil Science	
GEOG-295	Independent Study	
Any one of the following 300-level courses:		4
GEOG-304UP	Planning and the Environment: 'Urban Planning'	
GEOG-312	Seminar	
GEOG-313	Third World Development	
GEOG-319	Africa: Problems and Prospects	
GEOG-320	Research with Geospatial Technologies	
GEOG-325	Conflict and Displacement in Africa	
GEOG-395	Independent Study	
Total Credits		20

## Course Offerings

### GEOG-105 World Regional Geography

*Fall. Credits: 4*

This course surveys the major geographic regions of the world in terms of environmental features and resource distributions, economic mainstays, population characteristics, cultural processes, social relationships, and patterns of urbanization and industrial growth. In addition to these topical foci, we use various sub-fields of geography to animate different regions. This approach provides a sense of depth while we also pursue a breadth of knowledge about the world.

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

### GEOG-107 Introduction to the Physical Environment

*Fall. Credits: 4*

A systematic introduction to the ecological processes operating on the surface of the earth, their spatial variation and their contribution to the spatial patterning of life on earth. The course stresses interactions among the earth's energy balance, weather, ecological resources and human impacts on environmental systems.

*Applies to requirement(s): Math Sciences*  
T. Millette

### GEOG-202 Cities in a Global Context

*Spring. Credits: 4*

Cities are dynamic landscapes informed by myriad economic, political, social, environmental, and cultural processes. This course delves into the forces of urbanization and examines how cities have been investigated, built, experienced, and lived in throughout history and around the globe. By accenting a geographic perspective and drawing upon an array of theoretical ideas and empirical examples, this class grapples with the fascinating complexities of the urban context.

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

### GEOG-204 Human Dimensions of Environmental Change

*Fall. Credits: 4*

Using regional case studies from across the world, this course examines some of the causes and consequences of human-induced environmental changes. The course explores the fundamental relationships and processes involved in human-environmental interactions; the various impacts that humans have had over time upon soils, water, flora, fauna, landforms, and the atmosphere; and possible alternative development strategies that could create a balance between human needs and environmental sustainability

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

### GEOG-205 Mapping and Spatial Analysis

*Spring. Credits: 4*

Provides a comprehensive introduction to maps, including their design, compilation, and computer production. Introduces students to the principles of abstracting the Earth's surface into spatial databases using GIS, remote sensing, and Global Positioning Satellites.

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

### GEOG-206 Political Geography

*Spring. Credits: 4*

Systematically studies political phenomena and their geographic expression, at a variety of spatial scales - national, regional, and international. Major themes include nation-state formation, boundary, territory, and ethnic issues, regional blocs and spheres of influence, and conflicts over access to and use of resources.

*Applies to requirement(s): Social Sciences*  
G. Kebbede



**GEOG-208 Global Movements: Migrations, Refugees and Diasporas***Fall. Credits: 4*

The voluntary and involuntary movement of people around the globe is the focus of this course on migrations, refugees, and diasporas. Questions of borders, nativism, transnationalism, the global economy, and legality thread through this course as we consider the many social, cultural, environmental, economic, and political factors shaping decisions to leave a home or homeland. Historical and contemporary case studies, compelling theoretical texts, and geographic perspectives on these topics collectively animate our discussions.

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

**GEOG-210 GIS for the Social Sciences and Humanities***Fall. Credits: 4*

This course introduces the use of Geographic Information Systems (GIS) and other geospatial technologies in the social sciences and the humanities. The student will learn to collect, process, and analyze quantitative data within the spatial (geographic) context where they occur. Course content may include research topics from current faculty.

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

*Advisory: Proficiency with computers and quantitative data analysis*

**GEOG-213 Sustainable Cities***Not Scheduled for This Year. Credits: 4*

Based on present estimates, for the first time in human history, more people now live in urban than rural areas, and population growth projections for the next century indicate that most growth will take place in urban areas. Given this context, this course examines the social, economic, and environmental dimensions of urban sustainability. Topics explored in the course include urban and ecological systems, air and water quality, green design, energy and transportation systems, demographic trends, climate change impacts, and the role of technology in promoting urban sustainability.

*Applies to requirement(s): Social Sciences*  
*Other Attribute(s): Speaking-Intensive*  
*T. Millette*

**GEOG-217 The African Environments***Not Scheduled for This Year. Credits: 4*

The course provides an integrated analysis of biogeography, environmental change, and hydrology within each of the biomes found in the African continent: forest, savanna, desert, coast, wetland, mountain, and Mediterranean environments. It also discusses the impact and significance of human activity on African environments by exploring debates about land degradation, climate change, biodiversity and depletion, and conservation and development.

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

**GEOG-224 Atmosphere and Weather***Spring. Credits: 4*

This course provides a detailed introduction to the earth's atmosphere with particular emphasis on the troposphere extending from the surface to 10km in elevation. Topics include the earth's solar energy budget, atmospheric pressure and wind systems, global and local meteorological processes, and weather forecasting. The class will make significant use of meteorological data and satellite imagery taken from NOAA's National Weather Service to study seasonal weather patterns, rain and snow events, and catastrophic hurricanes.

*Applies to requirement(s): Math Sciences*  
*T. Millette*

*Prereq: Any 100-level natural science course.*

*Advisory: Students who have taken high school earth science but not a college-level natural science course are welcome to request instructor permission to enroll.*

**GEOG-230 Environmental Soil Science***Spring. Credits: 4*

Introduction to the physical, chemical, and biological properties of soils and their relationship to environmental quality, agricultural production, and land management. This course will also describe the processes of origin and development of soils as natural entities and how they affect the different ecosystems where they are located. Some field work required.

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

*Prereq: Any 100 or 200 level science course or GEOG-107.*

**GEOG-295 Independent Study***Fall and Spring. Credits: 1 - 4*

*The department*  
*Instructor permission required.*

**GEOG-304 Planning and the Environment****GEOG-304UP Planning and the Environment: 'Urban Planning'***Not Scheduled for This Year. Credits: 4*

This course examines in detail the fabric of urban and suburban settlement and commerce in the pre and post WW II U.S. Field trips to the greater Springfield area are used to allow students to develop firsthand understanding of interactions between urban and suburban areas and to recognize the major changes to the human landscape driven by suburbanization and urban abandonment. This class will examine the section of Springfield slated for the MGM Casino Development.

*Applies to requirement(s): Social Sciences*  
*T. Millette*

*Prereq: Any 200-level Geography course.*

**GEOG-312 Seminar**

These seminars present selected topics in geography that reflect contemporary problems, current geographical ideas, philosophical and methodological trends in geography, and/or the history and development of geographical thought.

**GEOG-313 Third World Development***Fall. Credits: 4*

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 social justice. The latter part of the course draws extensively on selected case studies.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**G. Kebbede**Restrictions: This course is open to juniors and seniors**Prereq: One course in geography or one related social sciences course.***GEOG-319 Africa: Problems and Prospects***Not Scheduled for This Year. Credits: 4*

This course intends to offer an interdisciplinary perspective on selected contemporary development problems in Africa south of the Sahara. Central to the course will be an examination of the social, economic, and political consequences of colonialism, the physical resource base and ecological crisis, agrarian systems and rural development, gender relations and development, urbanization and industrialization, and the problems and prospects of regional cooperation and integration.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**G. Kebbede**Restrictions: This course is open to juniors and seniors**Prereq: One course in geography or one related social sciences course.***GEOG-320 Research with Geospatial Technologies***Fall. Credits: 4*

Geographic Information Systems (GIS) and remote sensing are essential tools for geographic analysis in both the biophysical and social sciences. This course uses a semester-long project that includes field and laboratory instruction to allow students to develop hands-on skills with spatial data and analysis software. Students will be able to present potential employers with a portfolio containing examples of their ability to develop and execute a GIS/remote sensing application project.

*Applies to requirement(s): Math Sciences**T. Millette**Prereq: GEOG-205 or GEOG-210.***GEOG-325 Conflict and Displacement in Africa***Spring. Credits: 4*

This course provides an analytical approach to the study of civil/armed conflicts and displacement in post-independent Africa. Using cases from West Africa, Horn of Africa, and the Great Lake region, the course examines geographic, political and economic contexts in which armed conflicts occur by identifying and evaluating competing explanations of the underpinnings of civil conflicts. It analyzes the role of some of the widely debated features of Africa's civil conflicts, including systems of governance, impact of natural resources, questions of sovereignty and self-determination, construction and manipulation of ethnic/cultural identities, impact of religion, and regional inequalities.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**G. Kebbede**Restrictions: This course is open to juniors and seniors***GEOG-328 Climate Migration***Spring. Credits: 4*

This seminar focuses on climate change-induced human migration from both theoretical and applied perspectives. It examines the predicted scope of this population movement and considers international instruments that could shape responses to this growing category of migrants. A set of contemporary case studies from around the world animate our investigation into what it means to adapt to an altered environment and inform our questions about responsibility for climate change. Throughout the semester, students will grapple with the complex environmental, economic, cultural, and political intersections of migration and Earth's changing climate system.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**S. Houston**Restrictions: This course is open to juniors and seniors**Prereq: 4 credits in a related 200-level social science course***GEOG-342 Seminar in Geography****GEOG-342SC Seminar in Geography: "Landscape Ecology"***Spring. Credits: 4*

Landscape ecology is the intersection between geography, ecology and spatial analysis. We will explore the spatial patterns of ecological processes. Where do the patterns originate? Why do these patterns and processes matter and how do they change over time? We will apply these inquiries to discover, for example, whether or not there are sufficient habitat corridors on the landscape to allow the northward shift of bird distributions given climate change. Topics will be explored in this seminar course through short lectures, discussions of research papers and through interdisciplinary, project-based activities analyzing real data sets using state-of-the-art landscape analysis software.

*Crosslisted as: BIOL-321SC, GEOL-342SC**Applies to requirement(s): Math Sciences**W. DeLuca**Prereq: BIOL-223 or GEOG-205.***GEOG-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***GEOG-399 Getting Ahead in Geology and Geography***Fall. Credits: 1*

This course provides mentoring for geology and geography majors as they pursue internships, summer jobs, independent research, graduate study, and careers. Experiences 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; and unconditional support for career exploration.

*Crosslisted as: GEOL-399**Applies to requirement(s): Meets No Distribution Requirement**M. Markley, P. Taylor**Restrictions: This course is limited to Geography and Geology majors and minors**Notes: Repeatable. Credit/no credit grading. Course meets on Fridays after Earth Adventures*

## Geology

## Overview and Contact Information

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 courses in the cognate sciences (biology, chemistry, and physics), as well as calculus and/or statistics.

## Contact Information

**Steven Dunn, Chair**

**Debra LaBonte, Academic Department Coordinator**

304 Clapp Laboratory

413-538-2278

<https://www.mtholyoke.edu/acad/geology>

## Faculty

**This area of study is administered by the Department of Geology and Geography:**

Steven Dunn, Professor of Geology

Girma Kebede, Professor of Geography

Mark McMenamin, Professor of Geology

Thomas Millette, Professor of Geography; Director of the Geo-Processing Lab

Alan Werner, Professor of Geology

Michelle Markley, Associate Professor of Geology

Serin Houston, Assistant Professor of Geography and International Relations

J. Michael Rhodes, Five College Professor of Geosciences

Samuel Tuttle, Visiting Assistant Professor of Data Science, Teaching Fall Only

Vivian Leung, Mount Holyoke Fellow; Visiting Instructor in Geology

Eugenio Marciano, Manager of the Geo-Processing Lab; Instructor in Geology and Geography

## Requirements for the Major

A minimum of 42 credits:

Code	Title	Credits
One of the following introductory survey courses:		4
GEOL-103	Oceanography	
GEOL-107	Environmental Geology	
GEOL-108	Precious Drops: The Geology of Groundwater and Fossil Fuels	
GEOL-109	History of Life	
GEOL-131	Introduction to Hydrology: A Data Perspective	
GEOL-123	Methods in Earth Science	2
GEOL-201	Rocks and Minerals	4
GEOL-202	History of Earth	4
GEOL-203	The Earth's Surface	4
GEOL-224	Sedimentary Geology	4
GEOL-322	Igneous and Metamorphic Petrology	4
GEOL-333	Structural Geology and Orogenesis	4
8 additional credits in geology at the 200 level or above		8

CHEM-101 General Chemistry (or 4 credits of Advanced Placement Chemistry)	4
<b>Total Credits</b>	<b>42</b>

## Additional Specifications

- 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.
- A summer field course may also count for 4-6 credits in geology.
- No more than 4 credits of independent study (GEOL-295 or GEOL-395) may be counted towards the major.

## Requirements for the Minor

A minimum of 22 credits:

Code	Title	Credits
One of the following 100-level geology courses:		4
GEOL-103	Oceanography	
GEOL-107	Environmental Geology	
GEOL-108	Precious Drops: The Geology of Groundwater and Fossil Fuels	
GEOL-109	History of Life	
GEOL-131	Introduction to Hydrology: A Data Perspective	
GEOL-123	Methods in Earth Science	2
12 credits at the 200 level or above		12
4 additional credits at the 300 level		4
<b>Total Credits</b>		<b>22</b>

## 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. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is available in other sections of the catalog, and consult Sarah Frenette 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.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Offerings

### GEOL-103 Oceanography

*Spring. Credits: 4*

Because more than seventy percent of our planet is covered by oceans, the study of marine systems is crucial to our understanding of Earth History and life on the planet. We will examine chemical, physical, geological, and biological processes in the oceans at a variety of scales in time and space. We will explore how the Earth's oceans formed, how they provided the foundations for life, and how they continue to affect weather and climate, stabilize global chemical cycles, erode coastlines and provide access to resources. We will conclude the semester with a discussion of the human impact on the ocean environment including sea level rise, acidification, coral bleaching and over-fishing.

*Applies to requirement(s): Math Sciences*

*A. Werner*

*Advisory: Potential Environmental Studies and Geology majors should consider taking GEOL-123 concurrently with this course.*

### GEOL-107 Environmental Geology

*Fall. Credits: 4*

The only planet known to sustain life, Earth provides all the resources that sustain us, yet at the same time it can be an unpredictable and sometimes dangerous home. Floods, earthquakes, volcanic eruptions, and other natural processes challenge our ingenuity, while we also contend with self-induced problems such as pollution, desertification, and even global climate change. This course examines earth processes, how these affect our lives, and how we can best live with and sustain our environment. May be taken for 200-level credit with permission of instructor.

*Applies to requirement(s): Math Sciences*

*S. Dunn*

*Advisory: Potential Environmental Studies and Geology majors should consider taking GEOL-123 concurrently with this course.*

### GEOL-108 Precious Drops: The Geology of Groundwater and Fossil Fuels

*Spring. Credits: 4*

Are we running out of drinking water? Is fracking safe? When is peak oil? This course is a basic geology course that focuses on two earth materials we use every day: fresh water and fossil fuels. We cover where groundwater is found and why, the depletion and contamination of groundwater, and some major aquifers. We will also explore the formation, worldwide distribution, and extraction of coal, oil, and natural gas. This course introduces students to physical and historical geology, focusing particularly on plate tectonics and sedimentary basins, with attention to current events and illustrations from around the world.

*Applies to requirement(s): Math Sciences*

*M. Markley*

*Advisory: Potential Environmental Studies and Geology majors should consider taking GEOL-123 concurrently with this course.*

### GEOL-109 History of Life

*Fall. Credits: 4*

Life forms have inhabited the surface of our planet for most of its history. Earth, as a result, has a strange geology unlike that of any other known planet. In this course we will examine the interrelations between life processes and Earth's crust and atmosphere, and how these relationships interact to generate the geology of the planet. By means of hands-on analysis of rocks and fossils, we will study the origin and evolution of life, the diversification of complex life forms, the appearance of large predators, and the causes and consequences of oxygenation of the atmosphere.

*Applies to requirement(s): Math Sciences*

*M. McMenamin*

*Advisory: Potential Environmental Studies and Geology majors should consider taking GEOL-123 concurrently with this course.*

### GEOL-123 Methods in Earth Science

*Fall and Spring. Credits: 2*

This course provides a hands-on introduction to earth science and methods in geology. Students will learn the fundamental tools of the trade and explore local geology on field trips. Interactive laboratory work will include projects on groundwater contamination, landfill siting, geologic hazards, and earth materials. Students will also develop skills in reading topographic and geologic maps.

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

*M. Markley, P. Taylor*

*Advisory: This is an excellent stand-alone introduction to the geosciences, and also works very well if taken concurrently with any 100-level geology course.*

*Notes: Several field trips are required.*

### GEOL-126 The Cambrian Explosion

*Fall. Credits: 4*

The origin of animals was arguably the most important event in earth history. In this course we will review the history of earth, learn basic geology, and then examine the problem of the origin of animals by studying Mount Holyoke College's superb and unique collection of Proterozoic and Cambrian fossils. The emergence of animals has been called the Cambrian explosion. We will examine what this means for our understanding of evolution as we evaluate hypotheses proposed to explain the relatively sudden appearance of more than half of known animal phyla during the Cambrian event.

*Applies to requirement(s): Math Sciences*

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

*M. McMenamin*

### GEOL-131 Introduction to Hydrology: A Data Perspective

*Spring. Credits: 4*

Understanding hydrology (the distribution and movement of water at the earth's surface) is critical for resource management and climate modeling. With an eye toward these applications, we will use observational data to explore the components of the water cycle (precipitation, evapotranspiration, soil moisture, and streamflow) and the physical processes that govern them. Lectures and hands-on computer exercises are aimed at students with interests in earth and environmental science or data science. No previous experience is necessary. Students will receive an introduction to statistics, computer programming, data visualization techniques, and available environmental data sources.

*Applies to requirement(s): Math Sciences*

*S. Tuttle*



**GEOL-133 Mass Extinction, Dinosaurs and Ecological Recovery***Spring. Credits: 4*

Beginning in Precambrian time over a half billion years ago, mass extinctions have periodically decimated earth's biota and left the biosphere in ruins. For example, both the Permo-Triassic and the End-Cretaceous mass extinctions reshaped life on earth and initiated new geological eras. In this course we will examine why mass extinctions occur and study the ways in which the biosphere recovers from mass extinction events. We will also evaluate the claim that we humans are causing a mass extinction and examine proposals regarding the steps we might take to hasten biospheric recovery.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. McMenamin**Prereq: Any one course in biology, chemistry, environmental studies, geology, or physics.***GEOL-141 Making the Past: Geosciences in the Makerspace***Fall. Credits: 4*

The great German paleontologist Dolf Seilacher once remarked that "drawing enforces careful observation." As a consequence, Seilacher drew all of the illustrations for his influential scientific publications. Taking Seilacher's insight into three dimensions, in this course we will utilize Mount Holyoke's Makerspace to reconstruct ancient organisms. Studies have shown that well-crafted reconstructions of ancient creatures contribute substantially to improved scientific interpretation of their functional morphology, behavior and paleoecological role(s). We will use Makerspace resources, Pixologic's Sculpttris, 3D printing and other tools to improve our understanding of the morphologies and activities of ancient organisms, while gleaned information derived from the rock record to analyze their ancient morphologies and behaviors.

*Applies to requirement(s): Math Sciences**M. McMenamin***GEOL-201 Rocks and Minerals***Fall. Credits: 4*

In this course you will learn to recognize the common rock-forming minerals and principal rock types, and to understand their origins, properties, associations, and geological significance. Observational skills and hand sample identification will be emphasized in lab and on field trips. Students must have either a one-year high school earth science class or any 100- or 200-level geology course or Geography 107. One or more field trips required.

*Applies to requirement(s): Math Sciences**S. Dunn**Coreq: GEOL-201L.***GEOL-202 History of Earth***Spring. Credits: 4*

This course explores the evolution and interaction of life, rocks, oceans, and air during the past 4 billion years of earth history. Some topics covered are: ice ages and greenhouse atmospheres, continental drift, extinctions and radiations of flora and fauna, the early evolution of earth, absolute and relative dating of rocks, and the geologic time scale. Oral presentations and writing assignments focus on the design and testing of earth science hypotheses, critical analysis of recently published research on earth history, and proposal writing. The final exam involves memorization of the geologic time scale and significant events in earth history.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Markley**Prereq: GEOL-123. May be taken concurrently with permission of instructor.***GEOL-203 The Earth's Surface***Fall. Credits: 4*

The surface of the Earth is a history book of past environmental change. Every hill and valley, every erosional feature and every deposit is the result of processes acting at the Earth's surface. In this course we study these processes (e.g. glaciers, rivers, slopes, coastlines, arid regions, frozen ground, cave formation, soil development and groundwater) to understand how they work and to understand the resulting landforms and deposits. With this understanding we can then observe different landforms and deposits and infer past processes (environments of deposition). Field work and trips allow students to explore first-hand the processes that have created and modified the Earth's surface.

*Applies to requirement(s): Math Sciences**V. Leung**Prereq: GEOL-123.***GEOL-210 Plate Tectonics***Not Scheduled for This Year. Credits: 4*

Plate tectonic theory explains the origins of volcanoes and earthquakes, continental drift, and the locations of mountain belts and oceans. This course focuses on the geometry of plate tectonics. Topics include mid-ocean ridge systems, transform faults, subduction zones, relative plate motion, earthquake analysis, triple point junctions, and stereographic projection. Work includes individual research projects on active plate boundaries.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Markley**Advisory: Comfort with geometry and trigonometry required.***GEOL-211 Uranium***Fall. Credits: 4*

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, and radiation and health. Writing and reading assignments focus on science communication for a general audience.

*Applies to requirement(s): Math Sciences**M. Markley**Prereq: One course in Chemistry, Geology, Math, or Statistics.***GEOL-224 Sedimentary Geology***Spring. Credits: 4*

Sedimentary rocks provide us with repositories of fresh water, hydrocarbons, and other critical raw materials, as well as geological evidence for the history of planet earth. This course will introduce students to the study of sedimentary rocks and their environments of deposition, with a focus on the varied processes of sediment accumulation. We will employ the principles of stratigraphic analysis and correlation to interpret ancient environments, paleoclimate, and paleogeography, and use these tools to probe the characteristics of sedimentary basins. Field trips will introduce a variety of analytical techniques used to study sedimentary rocks.

*Applies to requirement(s): Math Sciences**M. McMenamin**Prereq: Any one course in biology, chemistry, environmental studies, geology, or physics.*

**GEOL-227 Groundwater**

*Not Scheduled for This Year. Credits: 4*

The demand for and the contamination of groundwater resources are major environmental concerns. To better understand the dynamics of the groundwater system, we will cover topics including the hydrologic cycle, surface and subsurface hydrology, groundwater resource evaluation, and groundwater geotechnical problems. Students are required to prepare weekly problem sets/labs, a term paper, and an oral presentation.

*Applies to requirement(s): Math Sciences*

*A. Werner*

*Prereq: One 100-level Geology course. Coreq: GEOL-227L.*

**GEOL-240 Geological Resources and the Environment**

*Spring. Credits: 4*

This course surveys the geology and exploitation of important mineral deposits and energy resources. We will discuss factors that govern the economics of their production and the environmental implications of their extraction and use.

*Applies to requirement(s): Math Sciences*

*S. Dunn*

**GEOL-241 Topics in Geology****GEOL-241RV Topics in Geology: 'Rivers'**

*Spring. Credits: 4*

In this course, you will think like a river scientist, evaluate societal issues related to rivers, and learn to communicate these points to a general audience. The course is organized around broad topics in river science: floods, deltas, groundwater, river ecology, channel migration, and river infrastructure. Case studies will look at specific dam removals, recent destructive floods, and river restoration projects.

*Crosslisted as: ENVST-233RV*

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

*V. Leung*

*Prereq: Any science, math, or geography course.*

**GEOL-247 Environmental Modeling & Statistics**

*Fall. Credits: 4*

Models are simple representations of the real world, which can be used to convey information, generate and test hypotheses, and make predictions about what will happen in the future. This course introduces students to the art and science of modeling natural systems, as well as their mathematical and statistical foundations. Students will gain experience in asking research questions, creating hypotheses, collecting and arranging data, and designing computer models (in R) to address a variety of environmental problems. This course will include lecture and hands-on computer exercises and is aimed at students with interests in earth and environmental science or data science.

*Applies to requirement(s): Math Sciences*

*S. Tuttle*

*Prereq: One of the following: STAT-140, GEOG-107, GEOL-107, ENVST-200, BIOL-223, or COMSC-101.*

**GEOL-251 Snowball Earth and Extreme Climate**

*Not Scheduled for This Year. Credits: 4*

Policy proposals regarding what to do about contemporary climate change are hampered by the fact that we do not fully understand the potential for extreme climate events. Climate feedback and "Gaian mechanisms" seem to provide stabilizing feedback, but we know from the study of earth history that at times in the past earth's climate has careened into states of extreme hot or extreme cold. Compounding the problem, in some instances the two extremes are juxtaposed. In this course we will study the Snowball Earth events, the Shuram Excursion, the Paleocene-Eocene Thermal Maximum (PETM) and the Pleistocene glaciations as a means to understand the potential for extreme climate fluctuation. Of particular interest will be what role, if any, the biosphere itself (via Vernadskian mechanisms) plays in generating these events. We will consider ways to reduce the impact of climate fluctuation as a means of avoiding an extreme climate event.

*Applies to requirement(s): Math Sciences*

*M. McMenamin*

*Prereq: Any one course in biology, chemistry, environmental studies, geology, or physics.*

**GEOL-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**GEOL-316 Scanning Electron Microscopy**

*Not Scheduled for This Year. Credits: 2*

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.

*Crosslisted as: BIOL-316*

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

*The department*

*Prereq: 4 credits at the 200 level from Biological Sciences or Geology.*

**GEOL-322 Igneous and Metamorphic Petrology**

*Not Scheduled for This Year. Credits: 4*

This course covers mineralogical and chemical compositions, classification, genesis, and mode of occurrence of igneous and metamorphic rocks, including relationships between rock-forming processes and global plate tectonics; labs involve the study of representative rock suites in hand specimen and thin section, introduction to analytical techniques and in-depth coverage of mineral optics. One or more field trips required.

*Applies to requirement(s): Math Sciences*

*S. Dunn*

*Prereq: GEOL-201 and CHEM-101. CHEM-101 may be taken concurrently.*

*Coreq: GEOL-322L.*

**GEOL-326 Seminar: Global Climate Change**

*Not Scheduled for This Year. Credits: 4*

Earth's dynamic climate system is rapidly changing. This course will introduce you to the science behind climate change predictions as they apply to past, present, and future changes in our earth's climate. We will also discuss how, over the course of time, we adapted to these changing conditions with a specific focus on water resources and natural disasters, including floods, droughts, and hurricanes that have been predicted to intensify in response to ongoing climate change.

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

*Prereq: One Geology or Environmental Studies course at the 200-level.*

**GEOL-333 Structural Geology and Orogenesis**

*Not Scheduled for This Year. Credits: 4*

This course covers the basic techniques of field geology and structural analysis. Lectures concentrate on field techniques, stress, strain, faulting, folding, rock strength, deformation mechanisms, and multidisciplinary approaches to mountain building (orogenesis). Many labs are field trips that involve data collection. Weekly writing assignments focus on presenting original research and distinguishing between observations and interpretations. During the final weeks of the semester, oral presentations emphasize fluency in the published literature of structural geology using a case study from Death Valley, California.

*Applies to requirement(s): Math Sciences*

M. Markley

*Prereq: GEOL-123 and GEOL-201. GEOL-201 may be taken concurrently. Coreq: GEOL-333L.*

**GEOL-342 Seminar in Geology**

Seminars offer directed study and discussion of one or more selected topics in geology. Topics vary from year to year. Consult the department for information about future seminars.

**GEOL-342DV Seminar in Geology: 'Death Valley Field Course'**

*Spring. Credits: 4*

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 2019. A participation fee is required. Students will be responsible for researching particular topics and presenting a final report.

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

S. Dunn, A. Werner

*Instructor permission required.*

*Prereq: Two geology courses.*

**GEOL-342SC Seminar in Geology: 'Landscape Ecology'**

*Spring. Credits: 4*

Landscape ecology is the intersection between geography, ecology and spatial analysis. We will explore the spatial patterns of ecological processes. Where do the patterns originate? Why do these patterns and processes matter and how do they change over time? We will apply these inquiries to discover, for example, whether or not there are sufficient habitat corridors on the landscape to allow the northward shift of bird distributions given climate change. Topics will be explored in this seminar course through short lectures, discussions of research papers and through interdisciplinary, project-based activities analyzing real data sets using state-of-the-art landscape analysis software.

*Crosslisted as: BIOL-321SC, GEOG-342SC*

*Applies to requirement(s): Math Sciences*

W. DeLuca

*Prereq: BIOL-223 or GEOG-205.*

**GEOL-343 Applied Environmental Geology**

*Not Scheduled for This Year. Credits: 4*

This field-based course focuses on assessing the environmental impact of applied road salt in two local hill towns. Each week we will leave campus to collect snow and water samples along the main road corridors for subsequent lab analysis. Because this course is all about road salt and snow we will brave the coldest and snowiest conditions to collect our samples. Each student will pursue their own independent research project but will work collaboratively with other students in the class.

*Crosslisted as: ENVST-343*

*Applies to requirement(s): Math Sciences*

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

A. Werner

*Prereq: GEOG-203 or ENVST-200. Coreq: GEOL-343L.*

*Advisory: Warm clothes and a good attitude are the main prerequisites for this course.*

**GEOL-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

**GEOL-399 Getting Ahead in Geology and Geography**

*Fall. Credits: 1*

This course provides mentoring for geology and geography majors as they pursue internships, summer jobs, independent research, graduate study, and careers. Experiences 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; and unconditional support for career exploration.

*Crosslisted as: GEOG-399*

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

M. Markley, P. Taylor

*Restrictions: This course is limited to Geography and Geology majors and minors*

*Notes: Repeatable. Credit/no credit grading. Course meets on Fridays after Earth Adventures.*

## German Studies

### Overview and Contact Information

The Department of German Studies offers a program that promotes an understanding of the connections between language and its larger cultural contexts worldwide. We prepare students for diverse career paths in today's globalized world by integrating curricular innovation, experiential opportunities, and learning abroad. Our seminars at all levels facilitate transcultural competence, so that our graduates gain a deeper grasp of their own languages and cultures and a much more substantive level of self-awareness of their own traditions and values.

Language learning in our program emphasizes at all levels the interrelationship between target language and culture and native language and culture; self and community; curriculum and career. We also consistently explore the global interconnections between German and European cultures. We provide opportunities for students to integrate their interest in other subjects with material in our upper-intermediate and advanced-level courses. Furthermore, we encourage our students to seek experiential learning by participating in our exchange with the University of Leipzig, as well as the Berlin School of Economics and Law, and to combine study with internship experience(s).

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 built an alumnae network to provide current students with assistance when searching for internships or employment either in the U.S. or internationally. Many of these alumnae continued their studies in German and other fields at the most renowned graduate and professional schools in the United States and abroad. Finally, we provide students with support as they apply for internship(s) in German-speaking countries in such fields as science, business, politics, journalism, film, and the arts—to name but a few—as well as study and research and opportunities, as well as 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 banking, business, education, government, international affairs, journalism, law, medicine, publishing, radio and television broadcasting, and the sciences.

All department members have Ph.D. training in interdisciplinary German studies and participate in a wide range of interdisciplinary programs. Our courses, therefore, contribute to such programs as critical social thought, film studies, gender studies, and Jewish studies. We strongly recommend that students take courses in other fields related to German and European cultures.

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 learning style. 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. In addition, all our courses focus on developing critical reading, speaking, and writing skills and global competencies in line with the overall learning goals of Mount Holyoke College.

Class time focuses on interpersonal communication among students and with the instructor, and among students and German or near-native peer assistants. From the beginning, students learn strategies for understanding German speakers in a variety of contexts, on many levels, and in diverse situations. When selecting course content materials, we focus on our students' goals in studying German. In weekly conversation sessions, German or near-native peer assistants provide opportunities for small-group informal conversations.

Most courses are conducted in German, except first-year seminars, GRMST-205, and GRMST-231. However, students in these courses may receive credit toward the German studies major or minor by enrolling in a related independent study (GRMST-295).

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.

The department also encourages students who are studying German or have an interest in Germany to apply to live in the German Language Living Learning Community in order to practice or improve their German while deepening their knowledge of the history and culture of the German-speaking countries. In addition, students have opportunities to interact with German faculty, take part in discussions with guest lecturers, and may also co-host events with the German Club.

## Study and Internships Abroad in German-Speaking Countries

A junior year or semester, as well as summer programs and internships in Germany, is open to both majors and non-majors. To be appropriately prepared for study in Germany, students who wish to participate are required to have studied German continuously, at least one course taught in German each semester, during their first and second years. Majors spending their 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 an exchange program with the University of Leipzig. In addition, the department participates in the College's exchange with the Berlin School of Economics and Law. The department encourages students to apply for DAAD scholarships to help finance study abroad in Germany and DAAD RISE internships (for students in STEM fields). The chair and other faculty will assist each student with selecting an individually appropriate opportunities. See the department's study abroad webpage ([https://www.mtholyoke.edu/global/study\\_abroad/by-major/major\\_german](https://www.mtholyoke.edu/global/study_abroad/by-major/major_german)) for more details. 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.

## Contact Information

**Karen Remmler, Chair**

**Dominique Rampton, Academic Department Coordinator**

103 Ciruti Center

413-538-2294

<https://www.mtholyoke.edu/acad/german>

## Faculty

**This area of study is administered by the Department of German Studies:**

Karen Remmler, Professor of German Studies

Mark Lauer, Senior Lecturer in German Studies



Donna Van Handle, Senior Lecturer in German Studies

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
<b>20 credits beyond GRMST-115 drawn from these or other upper-level courses:</b>		
GRMST-201	Intermediate German	
GRMST-205	Europe on the Edge: Introduction to European Studies	
GRMST-215	Lesen, Schreiben, Sprechen	
GRMST-221	German Culture and Histories	
GRMST-223	Topics in German Studies <sup>1</sup>	
GRMST-231	Topics in German and European Studies in a Global Context <sup>1</sup>	
<b>Three additional courses (12 credits), taught in German, at the 300 level including:</b> <sup>2,3</sup>		12
GRMST-325	Senior Capstone Seminar (completed during the fall semester of senior year)	
Total Credits		32

<sup>1</sup> GRMST-223 courses are taught in German; GRMST-231 courses are taught in English. GRMST-223 and GRMST-231 may be taken more than once as long as the topic is different.

<sup>2</sup> GRMST-223 may be taken for 300-level credit, with approval of the instructor.

### Additional Specifications

- A maximum of 8 credits toward the major may include courses taught in English, such as GRMST-231 or, with permission of the department, other cross-listed topics courses at the 200 or 300 level.
- 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. The major in German studies is intended to provide a focused concentration in the language and culture of the German-speaking countries within transnational European contexts. Students achieve an advanced level of translingual and transcultural competence.
- Students' trajectory towards completing the requirements for the German major is based on their level of language proficiency when they enter Mount Holyoke. Individual course selection is to be coordinated with the chair or departmental advisor.
- 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 pre-twentieth century course and to complement their German Studies major with a second major, minor, Nexus, or Five College certificate. Students may focus on a specific topic, period, or century. Courses focusing on German and/or European culture and taught in other departments or programs may be selected from such fields as anthropology, art, critical social thought, economics, environmental studies, film studies, gender studies, history, history of science, international relations, Jewish studies, music, politics, philosophy, psychology, religious studies, sociology, and theatre arts.

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. Students achieve a basic level of trans-lingual and transcultural competence.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
GRMST-205	Europe on the Edge: Introduction to European Studies	4
At least one 4-credit course at the 300 level in the Department of German Studies		4
Two additional 4-credit courses in German Studies beyond GRMST-115:		8
The first must be taught in German beyond the 100 level.		
The second may include any of the following: <sup>1</sup>		
GRMST-201, 221, 223 (4 credits, taught in German) <sup>2</sup>		
GRMST-215 (2 credits, taught in German)		
GRMST-230, 231 (4 credits, taught in English)		
Or an additional course at the 300-level		
Total Credits		16

<sup>1</sup> Other courses may count toward the minor if approved by the department chair

<sup>2</sup> GRMST-223 may be taken more than once as long as the topics are different

## Teacher Licensure

Students interested in pursuing licensure in the field of German studies can combine their course work with a minor in education (p. 324). 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, information in the catalog on the minor in education (p. 324) and teacher licensure (p. 324), or the program's website (<https://www.mtholyoke.edu/acad/teach>).

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.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice

GRMST-231 and GRMST-331 satisfy the Humanities distribution requirement. It may also be possible to count these courses toward the German major or minor with permission of the department.

Courses that satisfy the College language requirement only are designated as such. Other courses can satisfy either the language requirement or fulfill a Humanities distribution requirement.

## Advice for New Students

First-Year Seminars offered by German Studies faculty and GRMST-231 are writing-intensive courses taught in English. Both courses are open to first-year students.

## Placement in German Courses

The Department of German Studies will review the course selection of all entering students, taking into consideration school and AP records together with the results of the placement exam and answers to the questionnaire at <http://www.mtholyoke.edu/acad/german/german-placement-exam>.

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.

Students in Groups II–IV, as described below, are required to complete the online questionnaire. Students may choose their courses according to the following guidelines, but all students are encouraged to consult with the chair of the department during the summer or upon arrival on campus. Email: [kremmler@mtholyoke.edu](mailto:kremmler@mtholyoke.edu)

- Group I: Students with no previous training in German, or with the equivalent of one year of study at the secondary school level, should elect GRMST-101 in the fall, or GRMST-103 in the spring. GRMST-101 and GRMST-102 constitute a yearlong Elementary German course; GRMST-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 GRMST-201. Students entering in the spring who have studied German for one or two years may choose GRMST-102 in consultation with the chair.
- Group III: Students with three or four years of study in German should ordinarily elect GRMST-221. Students with four or more years of German or extensive experience living in a German-speaking country or speaking German should ordinarily elect GRMST-223 based on the results of the placement exam.
- Group IV: Other students with previous training in German should consult with the department chair ([kremmler@mtholyoke.edu](mailto:kremmler@mtholyoke.edu)) during the summer or in September for individual placement or enroll in GRMST-223.

All 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.

## Course Offerings

### German Studies Courses

#### GRMST-101 Elementary German

*Fall. Credits: 4*

This course introduces speaking, reading, and writing German. Cultural and literary readings together with frequent use of video and other online resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Weekly conversation sessions with a German language assistant supplement class work.

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

*M. Lauer, D. Van Handle*

*Coreq: GRMST-101L.*

*Notes: Requires conversation session (50 minutes). Labs will begin the week after classes start.*

#### GRMST-102 Elementary German

*Spring. Credits: 4*

Continuation of the elementary German course; practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of online resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Weekly conversation sessions with a German language assistant supplement class work.

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

*Other Attribute(s): Speaking-Intensive*

*M. Lauer, D. Van Handle*

*Prereq: GRMST-101, or see department for placement. Coreq: GRMST-102L.*

*Advisory: See department for placement if you have not taken GRMST-101 at Mount Holyoke College*

*Notes: Requires conversation session (50 minutes). Labs will begin the week after classes start.*

#### GRMST-103 Intensive Elementary German

*Spring. Credits: 8*

Two semesters in one. Practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of online resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Weekly conversation sessions with German language assistant supplement class work.

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

*Other Attribute(s): Speaking-Intensive*

*M. Lauer*

*Coreq: GRMST-103L.*

#### GRMST-115 German for Internships and Research

*Not Scheduled for This Year. Credits: 2*

For students who wish to acquire a working knowledge of German to prepare for an internship or research in a German-speaking country. Some knowledge of German affords students access to better placements in internships, especially DAAD RISE summer internships (<http://www.daad.de/rise/en/rise-germany/>) sponsored and supported by the German government. Focus on vocabulary and structures used when interacting with German speakers in specific cultural contexts or discipline-specific situations. Help with applications and resumes, along with presentations and staff from the CDC, McCulloch Center, and Alumnae Association.

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

*Other Attribute(s): Speaking-Intensive*

*D. Van Handle*

**GRMST-201 Intermediate German***Fall. Credits: 4*

This course emphasizes further development of contextual reading, writing, and speaking skills in German. Focus on strategies that help students learn vocabulary and use grammatical structures in appropriate ways. Discussion of a variety of texts and genres, as well as exploration of topics such as immigration and social justice. Frequent writing assignments and speaking opportunities.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Lauer*

*Advisory: It is recommended that students have taken GRMST-101, GRMST-102, or GRMST-103, or the equivalent.*

**GRMST-205 Europe on the Edge: Introduction to European Studies***Not Scheduled for This Year. Credits: 4*

Europe embodies crossroads of multiple cultures, memories, migrations, and political demarcations. Taking a critical view of conventional paradigms of European nation states and "master" narratives, we study shifting European cultures and identities through multiple perspectives across time and space. What remains of the ancient and modern regimes? How have global movements, historical upheavals, and shifting boundaries within and adjacent to European borders from early empires to contemporary global networks affected the transformation of lives? Where is Europe heading today? Faculty from across the disciplines will join us to discuss Europe as a subject of global imagination and networks.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Remmler*

*Notes: This course is designed for students eager to expand their knowledge of globalization, cultural politics, identity formation, and critical social thought. Students are encouraged to combine this course with the study of one or more European languages and cultures, International Relations, film and media studies, translation studies, or other courses dedicated to transnational perspectives.*

**GRMST-215 Lesen, Schreiben, Sprechen***Spring. Credits: 2*

Intensive practice in reading, writing, and speaking German. Students will write short essays on topics of their choosing, in addition to application letters and a sample resumé for an internship or job in Germany. We will focus also on developing reading strategies and on improving students' ability to converse colloquially, idiomatically, and formally in German. Readings on popular culture, music, as well as current political, social, cultural, historical, and economic issues in the German-speaking world, reflecting student interest and academic focus. Students engage in a variety of speaking activities such as presentations, role-playing and simulations, pair work, and group discussions.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Van Handle**Advisory: GRMST-201 or equivalent recommended,*

*Notes: Students in GRMST-221 or GRMST-223 are strongly encouraged to enroll in GRMST-215 for additional language practice and review.*

**GRMST-221 German Culture and Histories****GRMST-221SH German Culture and Histories: 'Stories and Histories'***Not Scheduled for This Year. Credits: 4*

This course examines historical, cultural, and political developments that continue to frame debates about the twentieth century, World War II, the former GDR, and German unification. Thematic focus helps students develop accuracy, fluency, and complexity of expression. Reading, writing, and speaking are consistently integrated. Special emphasis is placed on text organization toward expanding students' language abilities, with a gradual movement from personal forms of expression to written and public discourse.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Lauer**Prereq: GRMST-201.*

*Advisory: Previous study of German, normally equivalent to 3 semesters of college German, or 3 or more years of high school German recommended.*

*Notes: Taught in German.***GRMST-221TC German Culture and Histories: 'Turn of the 20th Century German Life and Culture'***Spring. Credits: 4*

This course examines historical, cultural, and political developments from 1870-71 to 1933. Topics to be discussed will include the unification of Germany into a politically integrated nation state, German industrialization, Expressionism, early German film, and Hitler's rise to power. 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.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Lauer**Prereq: GRMST-201 or equivalent placement.*

*Advisory: Previous study of German, normally equivalent to 3 semesters of college German, or 3 or more years of high school German recommended.*

**GRMST-223 Topics in German Studies**

Topics in German Studies provide students with an intensive study of major themes, issues, and paradigm shifts in German cultural studies.

**GRMST-223BR Topics in German Studies: 'Berlin: Cultural Memories, Identities, Spaces'***Fall. Credits: 4*

Berlin provides a testing ground for understanding how space shapes memory and identity. Historic sites within the built environment of Berlin mark historical upheaval and reconciliation and the transformation of the periphery into productive sites of commerce and cultural exchange. Multiple historic and contemporary sites will 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. Students have the option of creating media projects and of drawing from other academic and professional interests.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Remmler**Take GRMST-201 or GRMST-221.**Advisory: Previous study of German, normally equivalent to 3 semesters of college German, or 3 or more years of high school German recommended.**Notes: Taught in German. May be taken for 300-level credit with permission of instructor.***GRMST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***GRMST-311 Advanced German Composition and Conversation***Spring. Credits: 4*

This class offers intensive work in oral and written expression in German. Frequent papers and other exercises aimed at revising grammatical structures, improving students' writing in German, and broadening their comprehension of content and style. Oral reports, class discussion, and team exercises. Students will also have the option of completing an ongoing project of interest to them such as creating a YouTube channel or developing independent videos.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Remmler**Prereq: One four-credit course above GRMST-201.***GRMST-325 Senior Capstone Seminar***Fall. Credits: 4*

This capstone seminar explores the trans-disciplinary practice of German studies and its evolution from a study of literature and language to a field that draws from multiple disciplines, visualities, and approaches across the liberal arts curriculum. We explore such questions as: What does German studies mean? What are the intersecting fields of inquiry ranging from German Jewish studies to environmental studies that form the way we address cultural, social, and political issues throughout German cultural history up to the present day? Within this context each student will draw from their academic and professional interests to present work in progress towards a major research project that may culminate in a media project, honors thesis, or standard research paper.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Remmler**Restrictions: This course is limited to seniors.**Prereq: GRMST-223.**Notes: Repeatable for credit.***GRMST-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***Topics in German and European Studies in a Global Context****GRMST-231 Topics in German and European Studies in a Global Context**

An introduction to critical reading, writing, and arguing skills, emphasizing the practice of oral and written strategies for discussing and analyzing printed and film texts and the reader's responses to them. Courses are taught in English.

**GRMST-231EM Topics in German and European Studies in a Global Context: 'Embodiment in Theory: Precarious Lives from Marx to Butler'***Not Scheduled for This Year. Credits: 4*

We examine the writing of major nineteenth, twentieth, and twenty-first century theorists, such as Marx, Nietzsche, Freud, Dubois, Arendt, Fanon, Foucault, Butler, and others through the lens of embodiment. Rather than read theory as an abstract entity, we explore how theory itself is an embodiment of actual lives in which human beings experience life as precarious. What are the social conditions that create vulnerable bodies? How do thinkers who lived or are living precarious lives represent these bodies? Through a series of case studies based on contemporary examples of precarity, we examine the legacy and materiality of critical social thought.

*Crosslisted as: CST-249EM, GNDST-204EM**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**K. Remmler**Notes: Taught in English***GRMST-231GB Topics in German and European Studies in a Global Context: 'A Global Enterprise: Germany Works'***Not Scheduled for This Year. Credits: 4*

Students will explore how the humanities and social sciences contribute to our understanding of the changing role of work from a historical perspective. We will investigate how the concept of 'work' effects social organization and individual identity formation. By concentrating on the nineteenth and twenty-first centuries within the German speaking countries and beyond, the seminar will shed light on the two eras when technological changes and their concomitant transformations in social and individual organization brought disruptive change to our notions of 'work.' We will focus our attention on 'work' by literary scholars, artists, and philosophers who often work in cross-disciplinary research networks.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**M. Lauer**Notes: Taught in English. Students may receive German credit if they complete their assignments in German.*



### GRMST-231NT Topics in German and European Studies in a Global Context: 'Black, Jewish, and Muslim Cultures in Germany: Intersectionalities of Othering'

Spring. Credits: 4

As much as German culture is riddled with extreme examples of persecution and nationalism, the presence of those deemed non-German, such as Black Africans, African Americans, Jews, and Muslims, shaped cultural expression and cultural exchange. In this seminar we explore the expression of otherness as portrayed in literature, film, and art from the eighteenth through twenty-first Centuries. Drawing from critical race theory, critical ethnic studies, and gender studies, we consider work by non-Germans as well as the representation of others in German canonical and popular cultural production.

Crosslisted as: JWST-225NT, CST-249NT

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive, Writing-Intensive

K. Remmler

Notes: Taught in English

### GRMST-331 Topics in German and European Studies in a Global Context

This seminar is designed to explore theoretically and practically the nature of our field of inquiry. We explore such questions as: What does German studies mean? What is interdisciplinary work? What role does literature play in culture studies? What is the relationship between language and the construction of culture? What meanings have been attributed to the terms of 'culture' and 'civilization?' Texts from a variety of disciplines are studied. Students write term papers on topics related to their major field(s) of interest.

## Global Business

### Overview and Contact Information

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.

### See Also

- Economics (p. 142)
- Entrepreneurship, Organizations, and Society (p. 167)
- Nonprofit Organizations (p. 284)

### Contact Information

Eleanor Townsley, Nexus director

Michael Robinson, track chair

Steven Schmeiser, track chair

217G Dwight Hall

413-538-3010

[https://www.mtholyoke.edu/acad/nexus/global\\_business](https://www.mtholyoke.edu/acad/nexus/global_business)

## Faculty

This area of study is administered by the following Nexus track chairs:

Michael Robinson, Professor of Economics

Steven Schmeiser, Associate Professor of Economics

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
Three courses above the 100 level chosen from the list of courses approved for this Nexus		12
One approved 300-level course from the list of courses approved for this Nexus		4
Completion of the UAF application stages 1 and 2 <sup>1</sup>		
A substantive internship		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
Total Credits		18

<sup>1</sup> Or a fifth class with approval of the track chair

### Additional Specifications

- 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 EOS (Entrepreneurship, Organizations, and Society) courses.
- The sequence of a Nexus is part of what makes it unique. UAF application stages 1 and 2 must be completed before the internship or research project. COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

## Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
<b>Anthropology</b>		
ANTHR-212	Shopping and Swapping: Cultures of Consumption and Exchange	4
<b>Asian Studies</b>		
ASIAN-315	Business Culture and Communication in China	4
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Economics</b>		
ECON-207FM	Special Topics: 'Economics in Popular Film'	4
ECON-212	Microeconomic Theory	4
ECON-215	Economics of Corporate Finance	4
ECON-249EN	Topics in Economics: 'Global Entrepreneurship'	4
ECON-270	Accounting	4
ECON-307	Seminar in Industrial Organization	4
ECON-335	Advanced Corporate Finance	4
ECON-345	Corporate Governance	4
<b>Entrepreneurship, Orgs &amp; Soc</b>		
EOS-210	Opportunities and Impacts	4
EOS-229	Enterprise Startups and Social Entrepreneurship	4

EOS-239	Fundamentals of Business Organizations and Finance	4
EOS-310	Social Entrepreneurship Capstone	4
<b>German Studies</b>		
GRMST-231GB	Topics in German and European Studies in a Global Context: 'A Global Enterprise: Germany Works'	4
<b>History</b>		
HIST-357	History of British Capitalism	4
<b>Psychology</b>		
PSYCH-212	Individuals and Organizations	4
<b>Sociology</b>		
SOCI-316SY	Special Topics in Sociology: 'The Business of Culture: Marketing & Selling Symbolic Goods'	4

## Greek

### Overview and Contact Information

Ancient Greek is very much alive, not just in the medical and technical terms that pervade modern life, but in the numerous works that still speak to audiences today. Homer's *Iliad* and *Odyssey*, Greek tragedies, Thucydides' *History of the Peloponnesian War* and, of course, the *New Testament* are just some of the names on Greek's list of "Greatest Hits."

These works, of course, can be read in translation, and the department offers a wide array of courses approaching the culture and history of Greek antiquity through readings entirely in English. But juxtapose any two translations of a work in Ancient Greek and you will quickly realize how much the translator stands between you and the original. For this reason, our language program is designed to allow students to read Homer's *Iliad* in Greek as soon as possible—and to help them learn to use the tools needed for learning Greek on their own. Beyond the first year, we offer a range of courses at all levels.

The Greek major (or minor) complements well the study of philosophy, religion, politics, English, ancient art history, and archaeology, and in some cases Greek is necessary for advanced study in these areas. It is also excellent preparation for law school, while some of our majors have completed their pre-med course work and gone on to medical school. Most important, the study of Greek (Latin, too) provides a strong foundation in the liberal arts, one that challenges students to think deeply about difficult questions and to value the power of language.

In addition to Greek the department offers majors in Latin, classics, and ancient studies. Classics combines the study of both ancient languages with courses in ancient history, art, philosophy, politics, or religion. Ancient studies approaches Greek and Roman civilizations from an interdisciplinary perspective with less emphasis on the ancient languages. There are also minors related to each of these majors.

### Study Abroad

The department encourages study abroad. In recent years, students in the department have spent part of their junior year at Oxford, Saint Andrews, and other institutions in Great Britain. College Year in Athens also offers a one-semester program in Greece. Students who anticipate taking an advanced degree in archaeology, ancient art history, ancient history, or classics can apply to summer sessions of the American School of Classical Studies at Athens.

### See Also

- Ancient Studies (p. 53)
- Classics (p. 105)
- Latin (p. 247)

### Contact Information

**Bruce Arnold, Chair**  
**Denise Falk, Academic Department Coordinator**

112 Ciruti Center  
413-538-2885  
<https://www.mtholyoke.edu/acad/classics>

### Faculty

**This area of study is administered by the Department of Classics and Italian. Advisors for Greek:**  
Paula Debnar, Professor of Classics

Geoffrey Sumi, Professor of Classics

Bruce Arnold, Associate Professor of Classics

### Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
At least 12 credits at the 300 level in the language of concentration		12
20 additional credits in approved courses at the 200 level or above. These may be courses in Latin or Greek and/or a variety of courses in art history, classics (in English), history, philosophy, politics, or religion. <sup>1</sup>		20
Total Credits		32

<sup>1</sup> These courses should be selected after consulting with the student's advisor.

### Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
12 credits above the 100 level in the Greek language		12
At least 4 credits at the 300 level in the Greek language		4
Total Credits		16

### Course Offerings

#### GREEK-101 Elementary Greek: Homer's *Iliad*

*Fall. Credits: 4*

This course introduces the ancient Greek language and epic meter through the study of the *Iliad*. The grammar of the *Iliad*, originally an oral poem, is relatively uncomplicated, so that by the middle of the first semester students will begin to read the poem in Greek. By the end of the year they will have read a portion of *Iliad*, Book I.

*Applies to requirement(s): Humanities; Language*  
*P. Debnar*

**GREEK-102 Elementary Greek: Homer's *Iliad****Spring. Credits: 4*

An introduction to the ancient Greek language and epic meter through the study of the *Iliad*. The grammar of the *Iliad*, originally an oral poem, is relatively uncomplicated. By the middle of the first semester, therefore, students will begin to read the poem in Greek. By the end of the year they will have read a portion of *Iliad*, Book I.

*Applies to requirement(s): Humanities; Language**P. Debnar**Prereq: GREEK-101.***GREEK-222 Classical Greek Prose and Poetry***Not Scheduled for This Year. Credits: 4*

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. Possible topics: Socrates (Plato, Xenophon, Aristophanes); Athenian law courts (Lysias, Plato, Aristophanes); Medea (Euripides and Apollonius); Alcibiades (Thucydides, Plato, Plutarch).

*Applies to requirement(s): Humanities; Language**M. Landon**Prereq: GREEK-201 or GREEK-250.**Notes: Repeatable for credit. Greek 222 may be taken at the 300 level (see Greek 322).***GREEK-250 Intermediate Greek Tutorial***Fall and Spring. Credits: 2 - 4*

May include further readings in Homer, Herodotus, pastoral poetry, the dialogues of Plato, the Greek novel, or other authors, topics, or genres.

*Applies to requirement(s): Meets No Distribution Requirement**P. Debnar, The department**Instructor permission required.**Notes: Repeatable for credit. Meets Humanities requirement if taken for 4 credits***GREEK-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***GREEK-322 Classical Greek Prose and Poetry***Not Scheduled for This Year. Credits: 4*

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. Possible topics: Socrates (Plato, Xenophon, Aristophanes); Athenian law courts (Lysias, Plato, Aristophanes); Medea (Euripides and Apollonius); Alcibiades (Thucydides, Plato, Plutarch).

*Applies to requirement(s): Humanities; Language**M. Landon**Prereq: GREEK-350.**Notes: Repeatable for credit. Students in this course attend class meetings for Greek 222.***GREEK-350 Advanced Greek Tutorial***Fall and Spring. Credits: 2 - 4*

Studies in Greek lyric and tragedy, pastoral poetry, the dialogues of Plato, the Greek novel, the use of myth in literature, or other authors, topics, or genres.

*Applies to requirement(s): Meets No Distribution Requirement**B. Arnold, The department**Instructor permission required.**Prereq: GREEK-222 or above.**Notes: Repeatable for credit. Can meet the Humanities requirement, but only if taken for 4 credits.***GREEK-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## History

### Overview and Contact Information

History is a critical and analytical method of inquiry into our collective past based on our cumulative experience, informed understanding, and careful judgment. It teaches us to look beyond appearance, to evaluate something with clarity and disinterest, to discover and investigate all the causes of an event and evaluate their relative importance. History teaches how to discern the relationship between cause and effect, to analyze motives, to determine agency and assign responsibility, and to understand change over time. These general habits of sorting through the past allow us to appreciate the profound differences between ourselves and others and to imagine (and to some degree experience) the world as people have in times now lost and in places we shall never see.

### Contact Information

**Mary Renda, Chair (Fall 2018)****Daniel Czitrom, Chair (Spring 2019)****Holly Sharac, Academic Department Coordinator**

309 Skinner Hall

413-538-2377

<https://www.mtholyoke.edu/acad/history>

## Faculty

**This area of study is administered by the Department of History:**

Daniel Czitrom, Professor of History on the Ford Foundation

Lowell Gudmundson, Professor of Latin American Studies and History

Holly Hanson, Professor of History

Jeremy King, Professor of History

Lynda Morgan, Professor of History

Mary Renda, Professor of History, Teaching Fall Only

Christine DeLucia, Associate Professor of History, On Leave 2018-2019

Desmond Fitz-Gibbon, Assistant Professor of History

Lan Wu, Assistant Professor of History

Richard Chu, Five College Associate Professor of History

Stephanie Huezo, Mount Holyoke Dissertation Fellow; Visiting Instructor in History

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
<b>36 credits in History, comprising a course of study that meets all of the following requirements.</b>		<b>36</b>
<b>The major must include:</b>		
One course each from three of the following different regions: Africa, Asia (including the Middle East), Europe, Latin America, and North America.		
One course with substantial content in a period prior to 1750.		
A minimum of three 300-level courses, to include:		
At least one 300-level research seminar, taken in the department (any course numbered between 302–394), and		
Two additional 300-level history courses, of which only one may be HIST-395.		
Four courses that comprise a topical, chronological, or geographical concentration within the major. <sup>1,2</sup>		
<b>No more than half the 36 credits may be at the 100-level.</b>		
Total Credits		36

- <sup>1</sup> One concentration course may be from a field other than history, if the student otherwise meets the requirement of 36 credits for history
- <sup>2</sup> The advisor must approve a statement of this concentration during the second semester of the student's junior year.

### Additional Specifications

- The department encourages students to pursue independent work at the 300 level during the senior year. Students who intend to pursue independent work in the senior year should plan to complete their research seminar during the junior year. Students interested in senior independent work, who also plan junior years at institutions other than Mount Holyoke College, will need to take special care to meet this requirement.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
One research seminar, taken in the department (any course numbered between 302–394)		4
Four other courses above the 100 level		16
Total Credits		20

## 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. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is

available in other sections of the catalog, or consult 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.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Offerings

### First-Year Seminars

First-Year Seminars taught by History faculty introduce history as a method of inquiry, analysis, and interpretation concerned with understanding the variety of past human experience and with communicating that understanding clearly. The limited enrollment of these course permits a concentration on the close reading and analysis of secondary and primary texts, and on the process of writing and revision. The substantial concentration on writing qualifies such seminars as writing-intensive courses. All first-year seminars are listed together under First Year Seminars (p. 185).

### 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.

#### HIST-111 The Making of the Modern Middle East

*Not Scheduled for This Year. Credits: 4*

Survey of the factors shaping principal political, economic, and social life in the Middle East and North Africa from the eighteenth through the twentieth centuries. Topics will include but are not limited to: the integration of the Middle East into the world economy; the advent of imperialism and colonialism; the reforms of the nineteenth century; the transition from empires to nation-states; the World Wars and state formation; the rise of nationalisms and the consolidation of the state; the Arab-Israeli conflict; the role of the United States in the Middle East; and finally the most recent Arab uprisings.

*Applies to requirement(s): Humanities*

*The department*

#### HIST-124 History of Modern South Asia, 1700 to the Present

*Not Scheduled for This Year. Credits: 4*

This course will explore the history of South Asia between the eighteenth century and the present. Using a combined chronological and thematic approach and against a historical canvas that engages such diverse issues as gender, political economy, conquest, resistance, state formation, economic exploitation, national liberation, and identity politics, the aim of this course is to interrogate the impact of British colonialism and South Asian nationalisms on the state, society, and people of the subcontinent. Using primary and secondary sources, we will address both the most significant historical moments of modern South Asian history and the historiographical debates that surround them.

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

*The department*



**HIST-130 History of China through 1600***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Humanities; Multicultural Perspectives**L. Wu**Notes: meets history department pre-1750 requirement***HIST-137 Modern East Asia, 1600-2000***Fall. Credits: 4*

A comparative history of China, Japan, and Korea from the early seventeenth century to the present, with strong focus on regional interaction. After an introduction to early modern histories and cultures, we will examine the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly changing, often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent shape. We will also look at how individuals respond to and are shaped by larger historical movements.

*Applies to requirement(s): Humanities; Multicultural Perspectives**L. Wu**Notes: Required for East Asian Studies majors. All readings are in English***HIST-140 When People Met Power: Political Accountability in Africa Before 1750***Fall. Credits: 4*

This course traces the long history of political accountability in Africa. How did Africans wrest good governance from their leaders? How did they understand civic virtue and social responsibility? What principles of political logic did kingdoms share with societies without kings and royal women? How did gender contribute to structures of authority? What sources and methods enable us to productively approach a period of time distant from our own?

*Crosslisted as: AFCNA-140**Applies to requirement(s): Humanities; Multicultural Perspectives**H. Hanson**Notes: meets history department pre-1750 requirement***HIST-151 Modern and Contemporary Europe***Fall and Spring. Credits: 4*

Surveys the major movements and developments in Europe during the era of European expansion and dominance—from the devastations of the Thirty Years War to the Second World War—and up to the current era of European Union. Topics include: the French Revolution and the birth of nationalism; the scientific and industrial revolutions; the modern history of international relations; imperialism, fascism, the Holocaust, the two World Wars, and the present and potential roles of Europe at the dawn of the twenty-first century.

*Applies to requirement(s): Humanities**D. Fitz-Gibbon, J. King***HIST-155 History of Modern Britain, 1750 to the Present***Not Scheduled for This Year. Credits: 4*

Britain has long been considered an exemplary modern nation, credited, for example, with the world's first industrial economy, modern institutions of representative politics, a vibrant public sphere, a powerful war and welfare state, and one of the largest empires in world history. Using a combination of primary and secondary source readings, classroom lectures and discussions, and various written assessments, this course will ask how modern imperial Britain was made and how this history relates to the broader currents of world history.

*Applies to requirement(s): Humanities**D. Fitz-Gibbon***HIST-161 British Empire and Commonwealth***Not Scheduled for This Year. Credits: 4*

This course is an introduction to the expansion, consolidation, and eventual disintegration of the modern British Empire in the nineteenth and twentieth centuries. We will examine this history with an eye to understanding the causes of empire, and its effects. Themes include formal and informal imperialism, the emergence of anti-colonial nationalism, the roles of gender and culture, and the legacies of British colonialism. We will discuss British attitudes and policies toward empire, and toward particular colonies, what role empire played in the growth of the British economy, in short, how colonial ideologies and practices were shaped and in turn affected vast regions of the globe.

*Applies to requirement(s): Humanities; Multicultural Perspectives**The department***HIST-170 The American Peoples to 1865***Fall. Credits: 4*

This course examines the diverse cultures and peoples—Indian, African, and European—that from the sixteenth to the nineteenth century, through combat and cooperation, forged North American societies. Topics include the indigenous societies of the Americas; the age of colonialism; slavery; the American Revolution; the creation of the American political system; expansion and industrialization; and the coming of the Civil War.

*Applies to requirement(s): Humanities**L. Morgan**Notes: meets history department pre-1750 requirement***HIST-171 The American Peoples Since 1865***Spring. Credits: 4*

This course introduces the history of the United States from Reconstruction to the present. Our themes include the nation's relationship to the world; the evolution of racial, gendered, and class hierarchies; the transformation of the federal government; and the changing forms of domestic life, work, consumer capitalism, politics, social protest, and cultural expression. How have the people of the United States struggled over such values as freedom, equality, prosperity, and progress? How have ideas about citizenship, manhood, and motherhood served to police the boundaries of national belonging? We will be concerned throughout with the role of storytelling in history.

*Applies to requirement(s): Humanities**D. Czitrom*

**HIST-180 Introduction to Latin American Cultures***Fall and Spring. Credits: 4*

Examines the confrontation, assimilation, and transformation of Amerindian, African, and European cultures in Latin America from the sixteenth century to the present. Focuses on the processes in which distinctive self-images emerged in the region and how these images have been challenged and changed over time. Uses films, literature, and folk traditions to complement scholarly analysis of the emergence of a New World mentality.

*Crosslisted as: LATAM-180**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Gudmundson***200-Level Courses: Themes and Periods**

The department's 200-level courses offer focused and intensive studies of particular times and places. They include a variety of courses, ranging from large survey courses to small, limited enrollment reading courses or seminars.

**HIST-206 African Cities: Development Dreams and Nightmares in the Twentieth Century***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: AFCNA-206**Applies to requirement(s): Humanities; Multicultural Perspectives**H. Hanson***HIST-214 History of Global Inequality***Spring. Credits: 4*

Why are some nations so much richer and more powerful than others? This course demonstrates that global inequality is not natural; it has a history. Exploring patterns of exchange that developed among regions of the world over the past 600 years, we will ask about the role of power in the establishment of practices of production and exchange. We will explore how cross-regional productive systems benefited some participants at the expense of others. Having traced the consequences of unequal exchange over several centuries, we will ask how global trade and production would have to change for all participants to benefit equally. The course includes a community-based learning component.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**H. Hanson***HIST-216 War and Imperialism in the Ancient World***Spring. Credits: 4*

Ancient Greeks and Romans viewed warfare as an abiding part of the human condition. The literature and artwork of the ancient world are filled with images of the two faces of war: it conferred great glory on the combatants but at the cost of tremendous horror and suffering. In this course we will examine warfare from archaic Greece and the rise of the city-state (ca. 800 B.C.E.) to the fall of the Roman Empire in the west (ca. 476 C.E.). We will consider such topics as the culture and ethics of war and imperialism, logistics and strategies of warfare, as well as armor, weaponry and battlefield tactics.

*Crosslisted as: CLASS-232**Applies to requirement(s): Humanities**G. Sumi***HIST-222 Muslim Politics in Modern South Asia***Not Scheduled for This Year. Credits: 4*

Taken together, Muslims in South Asia constitute the largest population of Muslims worldwide. This course will serve as an introduction to the political history of this diverse group of people. We will begin by considering religious conversion and the rule of Muslim kings in the premodern period. The bulk of the course will, however, concentrate on the modern history of the subcontinent, and especially on events and themes that continue to influence the countries and peoples of South Asia in the present, such as Muslim social reform, the rise of communalism, the partition of the subcontinent, and the influence of religion on contemporary politics.

*Applies to requirement(s): Humanities; Multicultural Perspectives**The department***HIST-223 Religion and Politics in Modern India***Not Scheduled for This Year. Credits: 4*

The history of India has been singled out for its complex intermingling of religion and politics. This course will explore the constitution of religious identities in two of India's largest religious communities: Hindu and Muslim. Focusing primarily on the colonial period, we will discuss religious reform movements, communal violence, mass politics, and the partition of the subcontinent into the independent states of India and Pakistan. Throughout we will be interested in the ways that the colonial experience affected the religious thought and practice of Indians. Finally, we will explore the meanings of this history for the postcolonial workings of democracy and secularism in modern India.

*Crosslisted as: RELIG-223**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department*

**HIST-224 The Busy Silk Roads: Cultural Exchange in Pre-modern Eurasia**  
*Not Scheduled for This Year. Credits: 4*

Centered on great powers in the web of the Silk Roads prior to the nineteenth century, this course seeks to present a history of incessant communication at a trans-regional level. Three vast empires dominated the heart of the Eurasian continent: the Tibetan empire (7th-9th centuries), the Mongol empire (1206-1370), and the Manchu Qing (1644-1911). Each of them cultivated and encouraged cultural exchanges in the landlocked regions that are now divided into many modern nation-states. Important questions include: is seaborne trade the only form of global circulation of knowledge? What roles did the great powers play in facilitating exchange and communication?

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

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

*L. Wu*

*Notes: meets history department pre-1750 requirement; all readings are in English*

**HIST-226 Bread and Circuses: The Politics of Public Entertainment in Ancient Rome**

*Not Scheduled for This Year. Credits: 4*

Bread and circuses (*panem et circenses*) was a catchphrase in the Roman empire that described the political strategy of controlling an unruly populace through free bread and public entertainment. Against a backdrop of Roman social and political institutions, this course focuses on the imperial ideology, aristocratic ethos, and cultural practices that underpinned this catchphrase, as well as questions concerning the careers of entertainers—gladiators, charioteers, and actors—who were at once celebrities and social outcasts; the rules of spectatorship at the games; the use of these games as a form of social control; and the logistics of feeding the city population.

*Crosslisted as: CLASS-226*

*Applies to requirement(s): Humanities*

*G. Sumi*

*Notes: meets history department pre-1750 requirement*

**HIST-227 Ancient Greece**

*Fall. Credits: 4*

This course will trace the emergence and expansion of Greek civilization in the Mediterranean between the Bronze Age and Alexander the Great. Among themes to be explored are political structures, trade, slavery, gender relations, and religion, as well as the contributions of ancient Greeks to literary genres (drama, rhetoric, historiography, philosophy) and to the visual arts. Throughout we will consider how the history of the ancient Greeks can speak to modern concerns. Sources will include works of ancient Greek literature and history (e.g., Homer, Herodotus, Thucydides, Aristophanes, Plutarch) as well as archaeological and epigraphic evidence.

*Crosslisted as: CLASS-227*

*Applies to requirement(s): Humanities*

*P. Debnar*

*Notes: meets history department pre-1750 requirement*

**HIST-228 Ancient Rome**

*Not Scheduled for This Year. Credits: 4*

Ancient Rome and its empire can be viewed both as a measure of human achievement and a cautionary tale of the corrupting effects of unbridled power. This course covers the history of Ancient Rome from its mythologized beginnings (753 BCE) to the rise and spread of Christianity under the Emperor Constantine (312 CE). Topics include the creation and development of Rome's republican form of government as well as its eventual transition to monarchy, the causes and consequences of the acquisition of empire, the role of the army in administering the provinces and defending the frontiers, the image of emperor, the economy, and religion.

*Crosslisted as: CLASS-228*

*Applies to requirement(s): Humanities*

*G. Sumi*

*Notes: meets history department pre-1750 requirement*

**HIST-229 The Tyrant and the Gladiator: Bad Roman Emperors from Caligula to Commodus**

*Not Scheduled for This Year. Credits: 4*

Caligula was a god (or so he thought); Nero fiddled while Rome burned; Commodus dressed as a gladiator and fought man and beast in the arena. The history of the Roman empire is replete with scandalous stories about eccentric and even insane emperors whose reigns raise questions about the nature of the emperor's power and his role in administering the empire. In this course a close study of Roman imperial biography and historiography—the source of so many of these stories of bad emperors—will be weighed against documentary and archaeological evidence in order to reveal the dynamic between the emperor, his court, and his subjects that was fundamental to the political culture of imperial Rome.

*Crosslisted as: CLASS-229*

*Applies to requirement(s): Humanities*

*G. Sumi*

*Notes: meets history department pre-1750 requirement*

**HIST-230 History and Law**

*Not Scheduled for This Year. Credits: 4*

An introduction to the study of history through law, using a comparative approach to group rights. Case studies, rooted in landmark court decisions and legislation, concern racial segregation in America before the civil rights era ('separate but equal') and in Europe during the Nazi era (the Nuremberg Laws, German 'national groups' in the East), as well as affirmative action in America and attempts at promoting equality among national groups in Austria before the First World War.

*Applies to requirement(s): Humanities*

*J. King*

**HIST-232 Special Topics in Medieval History**

**HIST-234 The Atlantic World**

*Not Scheduled for This Year. Credits: 4*

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the 'Atlantic World' as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the fifteenth to the nineteenth century, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans, and Africans. It will introduce both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens.

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

*The department*

*Notes: meets history department pre-1750 requirement*

**HIST-235 Native American History through 1865***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: ENVST-237**Applies to requirement(s): Humanities; Multicultural Perspectives**The department**Notes: meets history department pre-1750 requirement***HIST-239 Topics in Asian History****HIST-239MC Topics in Asian History: 'Borderlands and Ethnicity in Modern China'***Spring. Credits: 4*

This seminar investigates the processes through which borderlands were imagined and ethnicities were made in twentieth-century China. Drawing from texts and films about and by the people living on the borderlands, students in the seminar are to explore the intersecting relation between the two pressing issues and how Chinese states dealt with them. Furthermore, how did all these concerns originate? To that end, the seminar begins by examining how the central state in early modern China applied a multicultural empire in the seventeenth to nineteenth centuries.

*Applies to requirement(s): Humanities; Multicultural Perspectives**L. Wu**Notes: All readings are in English.***HIST-239ME Topics in Asian History: 'Cities in Modern East Asia'***Not Scheduled for This Year. Credits: 4*

This course asks: what are cities in the history of modern East Asia? Cities were cosmopolitan, centers of commerce, and sites of social movements in late imperial China, Tokugawa Japan, and late Chosŏn Korea. How did the roles of cities change in the nineteenth century when East Asia became more integrated into the global system? How was urban life affected in the first half of the twentieth century when the central states dealt with domestic turmoil and external pressures? How did the state work to redefine cities and urban culture in the postwar era? To answer these questions, this seminar encourages students to position cities historically and comparatively.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**L. Wu***HIST-240 The Holocaust in History***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: JWST-240**Applies to requirement(s): Humanities**J. King***HIST-243 Rural Prosperity in the African Past***Not Scheduled for This Year. Credits: 4*

This course seeks to understand what relationships engendered rural prosperity in African communities in the past, and what processes of change have led millions of rural people to abandon their homes and livelihoods to join flows of migrants to cities and other nations. We examine African patterns of production over the long term and the transformation of African agriculture in the last two centuries, considering famine, the social and political organization of access to productive resources, and the relationship of rural and urban communities. We ask how rural prosperity might be recreated in the 21st century.

*Crosslisted as: AFCNA-243, ENVST-243**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**H. Hanson***HIST-244 European Public Policy, West and East***Not Scheduled for This Year. Credits: 4*

In 1968, the USSR commenced a strategy of consumerist depoliticization in its European satellites. Around the same time, states on the other side of the Iron Curtain saw the postwar era of rapid economic growth and social consensus close. This course, reaching across the revolutionary break of 1989 up to the present, raises questions of convergence and continuity in European public policy, West and East. Paired case studies from a variety of countries in fields such as energy, the environment, minority rights, and housing serve to clarify rules and patterns to the politics of policy, from Cold War to European Union and beyond.

*Applies to requirement(s): Humanities**J. King***HIST-246 20th Century Europe***Not Scheduled for This Year. Credits: 4*

A survey of European events, themes, and trends between 1900 and the new millennium, centered on discussion of a rich mix of primary sources that include fiction and film. Students will range from the Balkans to the Baltic, from the Urals to the United Kingdom, from death camps to the welfare state, from Bolshevism to neoliberalism, from European civil and cold war to European Union. This course complements History 151, does not repeat high school history, and pays close attention to developing historical consciousness and analytical skills.

*Applies to requirement(s): Humanities**J. King***HIST-248 Science, Revolution, and Modernity***Spring. Credits: 4*

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

*Crosslisted as: CST-248**Applies to requirement(s): Humanities**D. Cotter*



**HIST-252 History of Money and Finance***Spring. Credits: 4*

What is money? Is it the same in all times and places? If money could speak, what stories would it tell of the past? This course is about the history of money and money as an object of history. Using primary and secondary sources, students will learn about the social, political and cultural meaning of money at different times in the history of the western world. In addition, students will interpret the history of money using a variety of coins and money-related objects held in the MHC Art Museum. This is a course on the history of money, not the economics of money, but it will be of interest to anyone curious to learn more about the meaning of money in the past and today.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Fitz-Gibbon***HIST-260 Topics in the Recent History of Europe****HIST-260HH Topics in the Recent History of Europe: 'The Habsburgs, Hitler, and the Law'***Fall. Credits: 4*

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.

*Crosslisted as: JWST-225HH**Applies to requirement(s): Humanities**J. King***HIST-262 Stalinism in Central Europe***Spring. Credits: 4*

This course explores the use of revolutionary terror by the state. More specifically, it examines policies of terror pursued by Communist dictatorships in Hungary and Czechoslovakia during the early years of the Cold War. Who did what to whom, and why? What insights do secret police work and public propaganda, knitted together in macabre show trials, allow us into Stalinist rule, European politics, and maybe ourselves? How did memories of terror shape politics after Stalin's death? Students should deepen their understanding for the discipline of History, improve their reading and writing, and develop a working knowledge of Central European politics at the middle of the twentieth century.

*Applies to requirement(s): Humanities**J. King***HIST-271 Place and Power in the American West and Pacific World***Not Scheduled for This Year. Credits: 4*

The vast region of North America between the Mississippi River and Pacific Ocean has been a site of many migrations, conflicts, political transformations, and environmental changes. This course examines dynamic histories of Native American tribes, Euro-American "explorers" and colonists, cowboys and miners, Asian immigrant laborers, and mariners, all of whom helped create interior and oceanic worlds. It focuses on natural and human changes in specific locales, and also explores how public histories at these places shape the present and future.

*Crosslisted as: ENVST-271**Applies to requirement(s): Humanities; Multicultural Perspectives**The department**Notes: meets history department pre-1750 requirement***HIST-274 Black Abolitionists: American Revolution to Reconstruction***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: AFCNA-241BN**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**L. Morgan***HIST-276 U.S. Women's History Since 1890***Not Scheduled for This Year. Credits: 4*

This course introduces students to the major themes of U.S. women's history from the 1890s to the present. We will look both at the experiences of a diverse group of women in the U.S. as well as the ideological meaning of gender as it evolved and changed over the twentieth century. We will chart the various meanings of womanhood (for example, in relation to motherhood, work, the domestic sphere, and sexuality) along racial, ethnic, and class lines and in different regions, and will trace the impact multiple identities have had on women's activism.

*Crosslisted as: GNDST-206US**Applies to requirement(s): Humanities**M. Renda***HIST-280 Topics in North American History****HIST-280AA Topics in North American History: 'African American Women and United States History'***Not Scheduled for This Year. Credits: 4*

How is our understanding of U.S. history transformed when we place African American women at the center of the story? This course will examine the exclusion of African American women from dominant historical narratives and the challenge to those narratives presented by African American women's history through an investigation of selected topics in the field.

*Crosslisted as: AFCNA-241FW, GNDST-206FW**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Renda*

**HIST-280DD Topics in North American History: 'Diversity, Inclusion, and Daily Democracy in US History'***Fall. Credits: 4*

How have Americans – and those contending with America – envisioned and reached for more just and inclusive communities? What historical circumstances have opened opportunities for more robust democratic forms to emerge in the face of oppression? We will consider structural barriers to meaningful inclusion, involving racism, wealth, poverty, property, citizenship, gender, sexuality, disability, and dissent, as well as efforts to overcome them through concerted action and cultural struggle in the arts and public humanities. What public stories shape our connections with one another? What can we learn about the possibilities for sustaining democracy through daily life and culture?

*Crosslisted as: CST-249DD**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Renda***HIST-281 African American History, Precolonial to Emancipation***Fall. Credits: 4*

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

*Crosslisted as: AFCNA-241HS**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Morgan**Notes: meets history department pre-1750 requirement***HIST-282 African American History from Emancipation to Obama***Spring. Credits: 4*

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.

*Crosslisted as: AFCNA-282**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Morgan***HIST-283 Topics in the Recent History of the United States**

These courses are designed for students with a background in American history who wish to focus attention on developments since the late nineteenth century.

**HIST-283MC Topics in the Recent History of the United States: 'We Didn't Start the Fire: The United States Since WW II'***Fall. Credits: 4*

The United States emerged from the Second World War as the most powerful nation on earth. This course explores American political, cultural, and social life in the postwar era, with an eye toward helping students gain a firmer understanding of contemporary issues and conflicts in our nation and around the world. Topics include birth of the national security state, the Cold War at home and abroad, popular culture and consumer society, the civil rights struggle, the political and cultural rebellions of the 1960s, the resurgence of conservatism, and America's changing relationship to the world in the post Cold War era. Students will have the opportunity to do a research paper on the topic of their choice.

*Applies to requirement(s): Humanities**D. Czitrom***HIST-283RA Topics in the Recent History of the United States: 'Reel America: History and Film'***Spring. Credits: 4*

This course is an introduction to the social and cultural history of the American film industry since the 1890s. The course surveys the evolution of Hollywood cinema from the silent era through the so-called classical period and through the post-World War II breakup of the studio system.

*Crosslisted as: FLMST-220RA**Applies to requirement(s): Humanities**D. Czitrom***HIST-287 Topics in Latin American Studies****HIST-287AF Topics in Latin American Studies: 'Afro-Latin America: From Slavery to Invisibility'***Fall. Credits: 4*

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.

*Crosslisted as: LATAM-260, AFCNA-241AF**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Gudmundson***HIST-288 Modern Mexico***Not Scheduled for This Year. Credits: 4*

An analysis of the modern Mexican nation-state organized around three major themes: the conflictive yet symbiotic relationship with the United States, from the war of the 1840s through NAFTA most recently; the succession of reformist and revolutionary upheavals in 1810-1821, 1856-1867, 1910-1917, the 1930s, and again today, seeking to resolve both problems of the colonial past and new conflicts traceable to the very reforms generated by earlier political and social struggles; and the meaning of Mexican nationality from different ethnic, gender, and class perspectives. Readings include autobiographical and literary works, historical studies, and films.

*Crosslisted as: LATAM-288**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Gudmundson*

**HIST-289 Slavery in the Americas***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: LATAM-289, AFCNA-241SA**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Gudmundson***HIST-296 Topics: Women in History****HIST-296AW Women in History: 'African Women's Work'***Not Scheduled for This Year. Credits: 4*

The power to produce food and reproduce society gave women significant public voice in African societies in the past. But over 200 years they lost that public voice and control over subsistence. Why, when women are still producing food and people, is the social and political voice of women so much less significant than it was before? We explore African women's work of governing, production, and social reproduction across the tumultuous changes of the 20th century. The class seeks to provide an achievable yet challenging set of learning experiences for those who have no prior experience studying Africa, but also for those who have substantial previous engagement with African issues.

*Crosslisted as: AFCNA-241AW, GNDST-206AW**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**H. Hanson***HIST-296CG Women in History: 'Women and Gender in China'***Spring. Credits: 4*

This 200-level seminar introduces students to gender relations in the history of China. It offers students a broad historical narrative of women's lives from early China through the imperial period, and concludes with the power dynamics of gender relations in modern China in the twentieth century. The course is organized chronologically with thematic focus on the politics of marriage and reproduction; the state's shifting perspectives on women's social roles; and how women interpreted and responded to the changing cultural landscape.

*Crosslisted as: GNDST-206CG**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Wu*

*Notes: All readings are in English. This course meets the history department pre-1750 requirement.*

**300-Level Colloquia**

A colloquium is a 300-level class concentrating on advanced readings in secondary sources and on the analysis and construction of an historical argument. A colloquium may be centered on a broad historical theme, issue, or problem that is likely to affect the world into which current students will graduate. Regardless of topic, they share the common course number History 301. Please note that admission to some 300-level history courses is by written application and permission of the instructor. Students may apply online ([https://www.mtholyoke.edu/acad/history/300-level\\_application](https://www.mtholyoke.edu/acad/history/300-level_application)).

**HIST-301 Colloquia****HIST-301AB Colloquium: 'The Abolition Movement'***Spring. Credits: 4*

This course will examine the maturation of North American slave regimes after the American Revolution and the diverse activities of people who worked to abolish slavery. The assorted motives of white opponents of slavery and the actions of both free and enslaved African Americans to achieve freedom will be highlighted. We will analyze the mechanics of biracial coalition building and assess the historical legacy of these activists for subsequent social movements.

*Crosslisted as: AFCNA-301**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Morgan***HIST-301CR Colloquium: 'Re-imagining the Caribbean'***Not Scheduled for This Year. Credits: 4*

The Caribbean has been formed through a complex interaction of the peoples of Africa, Asia, Europe, Latin American and the United States. In this introductory, interdisciplinary course we will examine the major issues that have shaped modern Caribbean society, including colonialism, revolution, nationalism, self-determination, transition from agricultural to tourism-based economies, migration, and globalization. Particular attention will be given to Cuba, Haiti, Guyana, Jamaica, Trinidad, Puerto Rico, and the Dominican Republic, but we will also consider relevant examples from other areas of the region. In addition to historical documents, we will also consider literature, art, and film.

*Crosslisted as: LATAM-387CR, AFCNA-341CR**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Knight-Mosby***HIST-301DW Colloquium: 'Darwin'***Spring. Credits: 4*

This course looks at the scientific content and intellectual context of Darwin's theory of evolution - his facts, metaphors, hypotheses, and philosophical assumptions. Readings from Darwin and his sources, and examination of the organisms he studied. A background in eighteenth- and nineteenth-century history or whole organism biology is recommended.

*Crosslisted as: BIOL-308**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**S. Rachootin**Prereq: BIOL-226 or HIST-248.***HIST-301EM Colloquium: 'The Age of Emancipation'***Not Scheduled for This Year. Credits: 4*

This colloquium examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups—freedpeople, ex-masters, northern policymakers, wage laborers, and African American women, for example—will be covered. African American viewpoints and histories will receive particular emphasis.

*Crosslisted as: AFCNA-341EM**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Morgan*

**HIST-301FH Colloquium: 'Food and Hunger in the Modern World'***Spring. Credits: 4*

At a time when rapidly rising food prices are causing distress, starvation and food riots around the world, we will focus our enquiry on the creation of markets for food and the industrialization of agriculture. What changed when food became a commodity traded over long distances? What changed when food began to be produced using industrialized methods? What are the social consequences of these transformations? What was the role of colonial rule in the loss of food security in Africa? What factors explain famine, and people's responses to it? We will explore these questions globally, with a focus on Africa.

*Crosslisted as: AFCNA-341FH**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**H. Hanson**Restrictions: Course limited to sophomores, juniors and seniors***HIST-301HE Colloquium: 'History of Energy'***Not Scheduled for This Year. Credits: 4*

We live in an age of energy crises, in which the future of energy is questioned in countless headlines and Twitter feeds. Often our energy agony accompanies other assumptions about energy's past, in particular the idea that social change invariably follows the discovery of new energy technologies. From food to fuel cells, this colloquium charts a more complicated and interesting history, a history in which people have continually shaped and made meaningful the energies that fuel the modern world. It will be of particular interest to students in history and environmental studies and to those interested in the social study of science and technology.

*Crosslisted as: ENVST-301**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Fitz-Gibbon***HIST-301ND Colloquium: 'The Indian Ocean World'***Not Scheduled for This Year. Credits: 4*

In recent years, the Indian Ocean has become an exciting field of historical scholarship, contributing to new understandings of Indian and world history. This colloquium explores trade and travel, conquest, religious conversion, and migration across a large area, from East Africa to the islands of Southeast Asia. Its purpose will be to understand a complex and integrated commercial system, pivoted on the Indian subcontinent, by considering movements of goods and people across the Indian Ocean.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**The department**Restrictions: This course is open to juniors and seniors***HIST-301NE Colloquium: 'New York City: Capital of the World'***Fall. Credits: 4*

A colloquium focusing on the cultural, social, and political life of New York City, with special reference to its uneasy relationship to American society as a whole. Examination of New York politics, writers and artists, architecture, immigrant communities, economic role, and shifting power relations. Accompanying film series and possible field trip to New York City, with historical walking tours.

*Applies to requirement(s): Humanities**D. Czitrom**Prereq: 8 credits in History.***HIST-301NY Colloquium: 'Reading the New York Times: Journalism, Power, History'***Not Scheduled for This Year. Credits: 4*

This course examines the political and cultural power of the *New York Times* in the American past and present. Students will analyze the *NYT* today through daily reading, study its evolution as an institution, and research its coverage of critical historical events over the past century. We will also explore several larger issues: the history of news and newspapers; the relationship between journalistic practice and writing history; tensions between news organizations and government; the blurred boundaries between news and entertainment; the emergence of various ideological critiques of 'the media.'

*Applies to requirement(s): Humanities**D. Czitrom**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 4 credits of US history.***HIST-301RG Colloquium: 'Race, Gender, and Empire: Cultural Histories of the United States and the World'***Not Scheduled for This Year. Credits: 4*

Recent cultural histories of imperialism—European as well as U.S.—have illuminated the workings of race and gender at the heart of imperial encounters. This course will examine the United States' relationship to imperialism through the lens of such cultural histories. How has the encounter between Europe and America been remembered in the United States? How has the cultural construction of 'America' and its 'others' called into play racial and gender identities? How have the legacies of slavery been entwined with U.S. imperial ambitions at different times? And what can we learn from transnational approaches to 'the intimacies of empire?'

*Crosslisted as: GNDST-333GG**Applies to requirement(s): Humanities**M. Renda**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in History, or 4 credits in History and 8 credits in Gender Studies, or permission of the instructor by application to the History department.***HIST-301SA Colloquium: 'Women and Gender in Modern South Asia'***Not Scheduled for This Year. Credits: 4*

This colloquium will explore the history of South Asia as seen from women's perspectives. We will read writings by women from the ancient period to the present. We will focus on the diversity of women's experiences in a range of social, cultural, and religious contexts. Themes include sexuality, religiosity, rights to education and employment, violence against women, modernity and citizenship—in short, those issues central to women's movements in modern South Asia. In addition to the textual sources, the course will analyze Indian popular film and the representation of women in this modern visual genre.

*Crosslisted as: GNDST-333SA**Applies to requirement(s): Humanities; Multicultural Perspectives**The department**Instructor permission required.*



### **HIST-301SC Colloquium: 'Popular Education and Social Change in the Americas'**

*Spring. Credits: 4*

Popular education emerged in the Americas as a liberation project nourished by revolutionary aspirations. The Brazilian educator, Paulo Freire and others envisioned liberatory education by and for the people. What were its origins? This course will examine the historical moments and movements where popular education emerged. Taking up a range of voices and sources, we will consider the principles and practices that animated revolutionary projects and social movements in El Salvador, Brazil, Nicaragua, among other Latin American and Latinx communities. As a class, we will take part in a CBL component where we will interact with some community-based organizations that practice popular education. Together, we will learn from these experiences and enrich our own liberatory practices.

*Crosslisted as: LATAM-387SC*

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

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

*S. Huevo*

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

*Prereq: At least 4 credits in History or Latin American Studies.*

### **HIST-301WF Colloquium: 'Women and the Family in Imperial China'**

*Not Scheduled for This Year. Credits: 4*

This course examines the lives of women in imperial China (221 BCE-1911). How did Confucian didactic texts define women and their place in the family? Seen as the core of the family in a patrilineal, patrilocal, and patriarchal society, men prescribed women's roles in family life. How did women understand and respond to the social expectations imposed on them? What changed over the long history of imperial China? Students consider writings by and about women alongside the evidence of material culture.

*Crosslisted as: GNDST-333WF*

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

*Other Attribute(s): Writing-Intensive*

*L. Wu*

*Prereq: One course on East Asian history, culture, politics, or language.*

*Notes: meets history department pre-1750 requirement*

## **Research Seminars**

A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing. The research seminars are the History courses numbered between 302–394. Please note that admission to some 300-level history courses is by written application and permission of the instructor. Students may apply online ([https://www.mtholyoke.edu/acad/history/300-level\\_application](https://www.mtholyoke.edu/acad/history/300-level_application)).

### **HIST-317 Perspectives on American Environmental History**

*Fall. Credits: 4*

We explore the history of human-environment interactions in North America from precolonial times to the present from different cultural perspectives. How have such human activities as migration, colonization, and resource use depended on or modified the natural world? How have different cultural perceptions of and attitudes toward environment shifted through time and helped to reshape American landscapes? Case studies include ecological histories of Native America and Euro-America, slavery and land use, wilderness and conservation, and environmental racism and social justice. Our approach entails historical review of scientific studies, literature, visual records, and oral tradition.

*Crosslisted as: ENVST-317*

*Applies to requirement(s): Humanities*

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

*L. Savoy*

*Instructor permission required.*

*Advisory: Priority given to juniors and seniors in ENVST, HIST, and GEOG.*

### **HIST-326 Comparative History of Early Modern Empires**

*Not Scheduled for This Year. Credits: 4*

This research seminar examines the history of Qing China (1644-1911), the Ottoman Empire (1299-1922), and the Russian Empire (1721-1917) in the early modern era. The course is organized thematically and introduces important conceptual frameworks in historical inquiries. Students are to explore emergent research in state formation, economic development, social changes, and cultural dynamics. The central questions to be considered include the role of the state as well as its negotiation with varied ruling mechanisms within each of the three expansive landmass empires. Comparisons are to be drawn with maritime empires when needed to address the issue: what we talk about when we talk about empire.

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

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

*L. Wu*

*Prereq: Students must have taken at least one 100-level introductory course in either Asian or European history.*

*Notes: meets the pre-1750 requirement.*

### **HIST-331 Topics in Asian History**

#### **HIST-332 Environmental History of China**

*Fall. Credits: 4*

This course offers a sweeping history of how the people in China have interacted with the natural world. Students will investigate historically specific social, economic, and political forces that have shaped environmental transformations in China. The course is organized thematically within a chronological framework. The course concludes with a closer look at the development of environmental practice in the modern era.

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

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

*L. Wu*

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

*Prereq: 8 credits in History.*

*Notes: Meets the history department pre-1750 requirement. All readings are in English.*

**HIST-333 Research Seminar in American Women's History****HIST-333ML Research Seminar in American Women's History: 'Mary Lyon's World and the History of Mount Holyoke'***Not Scheduled for This Year. Credits: 4*

What world gave rise to Mary Lyon's vision for Mount Holyoke and enabled her to carry her plans to success? What local and global circumstances subsequently shaped the institution and the women who passed through it? How did Mount Holyoke women attempt to fashion the worlds they encountered in and beyond South Hadley and what came of their efforts? We will inquire into the historical arrangements of power—involving race, class, gender, religion, culture, body politics, and colonialism—that formed Mount Holyoke and the world in which it has operated. Students write a substantial research paper based on primary and secondary sources.

*Crosslisted as: GNDST-333ML**Applies to requirement(s): Humanities**M. Renda**Prereq: 8 credits of History.**Advisory: Prior fulfillment of the multicultural requirement is required.***HIST-338 History, Race, and the American Land***Not Scheduled for This Year. Credits: 4*

Environmental justice is a key concern today. Yet ties between "race" and environment in what is now the U.S. have existed for centuries. In this research seminar we will explore how this country's still-unfolding history, and ideas of race and nature, have marked the land, this society, and each of us as individuals. We will consider Indigenous, colonial European, and African senses of Earth; origins of placenames; contested terrains; migration and displacement; and other topics revealing the place of race. We'll examine often-unrecognized connections, such as the siting of the nation's capital and the economic motives of slavery. None of these links is coincidental and all touch us today.

*Crosslisted as: ENVST-338**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Savoy**Restrictions: This course is open to juniors and seniors**Instructor permission required.**Prereq: ENVST-317.***HIST-341 Topics in African History****HIST-341PW Topics in African History: 'Power and Exchange in the African Past'***Not Scheduled for This Year. Credits: 4*

Did African nations become poorer in the 20th century because development initiatives were badly executed? inherently exploitative? ill-timed? Looking beyond the caricatures of evil colonial officers, lazy peasants, or greedy elites, who do we see engaged in productive activity and what are they doing? What concepts and categories illumine our understanding of their actions? How does a careful exploration of the nature of exchange and production in Africa revise our perception of the global economy in the present? We will explore three centuries of exchange in Africa and elsewhere: students may focus their research on the history of a market in any part of the world.

*Crosslisted as: AFCNA-341PW**Applies to requirement(s): Humanities; Multicultural Perspectives**H. Hanson**Prereq: 8 credits of history or other significant preparatory coursework relevant to the topic.***HIST-357 History of British Capitalism***Spring. Credits: 4*

Drawing on insights from recent scholarship on the "histories of capitalism," this course explores the history of economic life in modern Britain, from the late seventeenth to the early twentieth centuries. Rather than take British economic development as exemplary of modernization we will situate that which was particular about the British case against the pluralities of capitalism that have evolved over the past three centuries. Topics include revolutions in agriculture, finance, commerce and manufacturing; the political economy of empire; the relationship between economic ideas, institutions and practice; and, the shaping of everyday economic life by gender, class and race.

*Crosslisted as: CST-349BC**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Fitz-Gibbon**Restrictions: This course is open to juniors and seniors***HIST-361 Topics in Modern Europe: The Nineteenth Century****HIST-365 Topics in Modern Europe: The Twentieth Century****HIST-365ST Modern Europe: The Twentieth Century: 'The Other Europe since Stalin'***Fall. Credits: 4*

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.

*Applies to requirement(s): Humanities**J. King**Instructor permission required.**Advisory: Students not majoring in history are welcome.***HIST-373 Cartography and Exploration in Early North America***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: ENVST-377**Applies to requirement(s): Humanities; Multicultural Perspectives**The department**Restrictions: This course is open to juniors and seniors**Notes: meets history department pre-1750 requirement*

### **HIST-374 The Afterlives of Objects: Revisiting Early American and Indigenous Histories through Material Culture**

*Not Scheduled for This Year. Credits: 4*

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches early American and indigenous histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of 'heritage' among diverse peoples; and ethical challenges posed by Native American items held in museums.

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

*The department*

*Prereq: 8 credits in History.*

*Advisory: 8 credits in United States history required; consult instructor if seeking an exemption*

*Notes: meets history department pre-1750 requirement*

### **HIST-381 Topics in Recent American History**

#### **HIST-381HM Recent American History: 'The 1960s As History and Myth'**

*Not Scheduled for This Year. Credits: 4*

This research seminar offers an in-depth opportunity to explore the 1960s. To what extent was it a unique historical era? Does it make sense to think of a "long 1960s," beyond that decade? We will focus on several political and cultural movements, including civil rights, the anti-Vietnam war struggle, the counter culture, the emergence of feminism and gay rights, and the conservative backlash. How do the political, cultural, and intellectual conflicts of that day continue to shape American life today? Each student will write a seminar research paper based on intensive engagement with primary and secondary sources from the era.

*Applies to requirement(s): Humanities*

*D. Czitrom*

#### **HIST-381RD Recent American History: 'American Radicalism'**

*Not Scheduled for This Year. Credits: 4*

This research seminar will explore a variety of Left radical traditions in the United States from the late nineteenth century through the end of the twentieth. What does it mean to be "a radical," and how have definitions changed over time? What impact have American radicals had on electoral politics and the larger society? We will pay special attention to the connections between political and cultural radicalism, as well as to government and private campaigns aimed at suppressing radical movements. Topics: Gilded Age labor movements; Eugene Debs and American socialism; bohemian radicalism; African American radical movements; the American Communist Party; peace activism; radical feminism.

*Applies to requirement(s): Humanities*

*D. Czitrom*

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

*Prereq: 4 credits in U.S. history.*

### **HIST-386 Central America: Reform, Reaction, Revolution**

*Not Scheduled for This Year. Credits: 4*

This seminar explores the diverse experiences of Central American nations in the twentieth century. From a common basis in an export-oriented agriculture, social and political alternatives ranging from social democracy to recurrent military rule, neofascist regimes, and revolutionary socialism have emerged in the isthmus. The course uses materials ranging from autobiography and literature to historical and anthropological studies to understand how this came to be. In addition to national cases, we consider the unique experiences of the area's indigenous and Atlantic-coast peoples within and outside the nation-state framework.

*Crosslisted as: LATAM-386*

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

*L. Gudmundson*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in Latin American Studies or related field.*

### **HIST-389 Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat**

*Spring. Credits: 4*

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.

*Crosslisted as: LATAM-389*

*Applies to requirement(s): Humanities*

*L. Gudmundson*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in Latin American Studies or related field.*

## **Independent Study**

### **HIST-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

### **HIST-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

## **International Relations**

### **Overview and Contact Information**

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.

The Five College Certificate in International Relations serves as the minor in International Relations.

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.

See Also

- Politics (p. 303)
- Law, Public Policy, and Human Rights (p. 257)

Contact Information

Stephen Jones, Chair  
Linda Chesky Fernandes, Academic Department Coordinator

109A Skinner Hall  
413-538-2381  
<https://www.mtholyoke.edu/acad/internationalrelations>

Faculty

This area of study is administered by the Department of International Relations:

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics, Teaching Spring Only

Stephen Jones, Professor of Russian Studies

Girma Kebbede, Professor of Geography

Kavita Khory, Ruth Lawson Professor of Politics, Teaching Fall Only

Jeremy King, Professor of History

Eva Paus, Professor of Economics

Jon Western, Carol Hoffmann Collins '63 Professor of International Studies and Five College Professor of International Relations; Dean of Faculty and Vice President of Academic Affairs

Sarah Adelman, Associate Professor of Economics

Andy Reiter, Associate Professor of Politics and International Relations, Teaching Spring Only

Katherine Schmeiser, Associate Professor of Economics

Serin Houston, Assistant Professor of Geography and International Relations

Christopher Mitchell, Assistant Professor of International Relations and Politics

Peter Muller, Cyrus Vance Visiting Lecturer in International Relations

Bryan Nakayama, Visiting Lecturer in International Relations

Requirements for the Major

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.

Code	Title	Credits
ECON-213	Economic Development: A Survey <sup>1, 2</sup>	4
or ECON-218	International Economics	
GEOG-105	World Regional Geography <sup>1, 3</sup>	4
or GEOG-206	Political Geography	
HIST-151	Modern and Contemporary Europe <sup>1</sup>	4
or HIST-161	British Empire and Commonwealth	
POLIT-116	World Politics <sup>1</sup>	4
IR-200	Research Methods <sup>1</sup>	4
At least 12 credits at the 300 level in two different disciplines (see Focus below)		12
8 additional credits in international relations		8
Total Credits		40

- <sup>1</sup> 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 is intended for IR majors in their sophomore year.
- <sup>2</sup> Please note that the Department of Economics requires ECON-110 Introductory Economics as a prerequisite for ECON-213 and ECON-218.
- <sup>3</sup> Students with high school preparation in geography should take GEOG-206.

Other Requirements

- 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. Each student is expected to possess or acquire proficiency in a foreign language up to the intermediate level.

Additional Specifications

- 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.
- Students who declare an international relations major automatically fulfill the College's "outside the major" requirement.

## Certificate Overview

The Five College International Relations Certificate Program offers students an opportunity to pursue an interest in international affairs as a complement to their majors. It prepares students to make interdisciplinary connections between their field of study and the complexities of global challenges such as globalization, regional and ethnic conflict, environmental degradation, resource scarcity, demographic stress, global climate change, wide disparities in global economic development, and challenges to global public health.

The Five College Certificate in International Relations serves as the minor in International Relations.

## Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
	One course on introductory world politics	1
	One course on global institutions or problems	1
	One course on the international financial and commercial system	1
	One course on the historical development of the international system since 1789	1
	One course on contemporary American foreign policy	1
	Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a third-world country or region outside of the United States and Europe	2
	Proficiency in a contemporary foreign language through the completion of two years of the language at the college level or its equivalent	0-4
<b>Total Courses</b>		<b>7-11</b>

## Additional Specifications

- A complete list of the Five College courses for each of the seven areas of study is available from the IR certificate advisors and the program's website (<https://www.fivecolleges.edu/international/courses>).
- No more than four of these courses in any one discipline can be counted toward the certificate.
- No single course can satisfy more than one requirement.

- Students must complete the required courses (with the exception of the foreign language courses) with letter grades of B or better (no satisfactory/unsatisfactory grades).
- For further information consult with one of the Mount Holyoke College advisors. Additional information also can be found at the program's website (<http://www.fivecolleges.edu/international/certificate>).

## Course Offerings

### IR-200 Research Methods

*Spring. Credits: 4*

Develops students' skills in writing expository essays and introduces basic quantitative and qualitative research methods used in the social sciences and history. The course provides a foundation for writing research papers in advanced courses, as well as an honors thesis.

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

*S. Hashmi*

*Notes: This course should be taken by International Relations majors in their sophomore year.*

### IR-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

### IR-348 The Art of Seeing Things

*Fall. Credits: 4*

Photography is the critical instrument of the curious," writes legendary *Magnum* photographer Larry Fink. When thoughtfully and responsibly employed, the photographic craft affords practitioners a passport to the world; an excuse to closely explore issues and spaces of interest. Photographer Pete Muller, who is based in Nairobi, Kenya and is a National Geographic Fellow, uses photography to examine relationships between conflict, masculine gender and broader social order. In this course, Muller will draw upon his extensive body of work, in conjunction with both fiction and non-fiction readings, to illustrate the connection between academic concepts and modern storytelling. Class discussions will focus largely on issues of masculinity, violence and contemporary armed conflict.

*Applies to requirement(s): Social Sciences*

*P. Muller*

*Restrictions: This course is open to juniors and seniors*

### IR-350CR Advanced Topics in International Relations: 'Russia's Conflicts with Its Neighbors'

*Spring. Credits: 4*

The course will begin with an examination of why the USSR broke up, what contributed to the peaceful resolution of most issues among the successor states and why conflict developed in the South Caucasus, Moldova and later Ukraine. Readings on conflict resolution are included for their insights. Specific case studies will include the Nagorno-Karabakh war between Armenia and Azerbaijan, the separatist wars of Georgia with South Ossetia and Abkhazia, the 2008 Georgian-Russian war, Transnistria and Moldova and the current Ukraine conflict. The course will conclude with a diplomatic simulation exercise in which the class will be given a hypothetical but realistic conflict resolution scenario.

*Applies to requirement(s): Social Sciences*

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

*K. Yalowitz*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in politics or international relations.*

**IR-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Courses in Other Departments Counting toward the Major in International Relations

Code	Title	Credits
<b>Economics</b>		
ECON-165	International and Development Economics	4
ECON-213	Economic Development: A Survey	4
ECON-307	Seminar in Industrial Organization	4
ECON-314	Economic Development in the Age of Contested Globalization	4
ECON-325	Economics of Health Care and Health Service Organizations	4
ECON-349DE	Advanced Topics in Economics: 'Advanced Economic Development'	4
<b>Geography</b>		
GEOG-105	World Regional Geography	4
GEOG-202	Cities in a Global Context	4
GEOG-204	Human Dimensions of Environmental Change	4
GEOG-206	Political Geography	4
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	4
GEOG-217	The African Environments	4
GEOG-313	Third World Development	4
GEOG-319	Africa: Problems and Prospects	4
GEOG-325	Conflict and Displacement in Africa	4
GEOG-328	Climate Migration	4
<b>History</b>		
HIST-151	Modern and Contemporary Europe	4
HIST-230	History and Law	4
HIST-240	The Holocaust in History	4
HIST-244	European Public Policy, West and East	4
HIST-246	20th Century Europe	4
HIST-260HH	Topics in the Recent History of Europe: 'The Habsburgs, Hitler, and the Law'	4
HIST-262	Stalinism in Central Europe	4
HIST-365ST	Modern Europe: The Twentieth Century: 'The Other Europe since Stalin'	4
<b>International Relations</b>		
IR-200	Research Methods	4
IR-348	The Art of Seeing Things	4
<b>Politics</b>		
POLIT-116	World Politics	4
POLIT-208	Chinese Politics	4
POLIT-209	Contemporary Russian Politics	4
POLIT-216	Middle East Politics	4
POLIT-224	The United States and Iran	4
POLIT-226	The United States, Israel, and the Arabs	4
POLIT-228	East Asian Politics	4

POLIT-229	Propaganda and War	4
POLIT-230	Resistance and Revolution	4
POLIT-232	Introduction to International Political Economy	4
POLIT-242	Oil and Water Don't Mix: Geopolitics, Energy, and the Environment	4
POLIT-243	Introduction to Latin American Politics	4
POLIT-247	International Law and Organization	4
POLIT-255PA	Gender and Power in Global Contexts: 'The Politics of Abortion in the Americas'	4
POLIT-255RP	Gender and Power in Global Contexts: 'Sexual and Reproductive Rights in Latin America'	4
POLIT-264	Russia, the West, and Putinism	4
POLIT-267	The Politics of Finance and Financial Crises	4
POLIT-269	Social Movements: Theory and Praxis	4
POLIT-270	American Foreign Policy	4
POLIT-272	Trade and American Foreign Policy	4
POLIT-305	International Society	4
POLIT-312	Silk Roads: Ancient and Modern Highways across the Eurasian Continent	4
POLIT-314	Political Violence: Causes and Solutions	4
POLIT-323	Comparative Politics of the Middle East	4
POLIT-324	Comparative Politics of N. Africa	4
POLIT-327	Transitional Justice	4
POLIT-333	Just War and Jihad: Comparative Ethics of War and Peace	4
POLIT-341	Political Islam	4
POLIT-342	Islamic Political Thought	4
POLIT-343	Law and Religion	4
POLIT-350	Revolutions	4
POLIT-353	The Politics of Work	4
POLIT-357	War and Peace in South Asia	4
POLIT-359	Democratization and Civil Society in East Asia	4
POLIT-363	Political Economy of the European Union	4
POLIT-364	Human Rights Abuses and Accountability Mechanisms in the Southern Cone of Latin America	4
POLIT-365	Ethics and International Relations	4
POLIT-366	International Migration	4
POLIT-380	Nationalism in Global Politics	4
POLIT-382	Global Capitalism and Its Critiques	4
POLIT-384	Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century	4
POLIT-385	International Security	4
POLIT-387CW	Advanced Topics in Politics: 'The Other Cold War'	4
POLIT-387CY	Advanced Topics in Politics: 'Cyberpolitics'	4
<b>Russian &amp; Eurasian Studies</b>		
RES-241	Russia, the West, and the Challenge of Putinism	4
RES-350	Revolutions	4

## Italian

### Overview and Contact Information

The major in Italian seeks to foster linguistic fluency and appreciation of the multifaceted culture of the Italian people. In addition to acquiring

advanced oral and written proficiency in the Italian language, majors and minors 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 welcoming 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.

## See Also

- Romance Languages and Cultures (p. 334)

## Contact Information

Bruce Arnold, Chair

Denise Falk, Academic Department Coordinator

112 Ciruti Center

413-538-2885

<https://www.mtholyoke.edu/acad/italian>

## Faculty

**This area of study is administered by the Department of Classics and Italian. Italian faculty include:**

Ombretta Frau, Professor of Italian

Morena Svaldi, Language Instructor in Italian

Martino Lovato, Visiting Lecturer in Classics and Italian

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
ITAL-209	Conversation and Composition	4
ITAL-221 or ITAL-222	Introduction to Italian Culture and Literature I Italian Modernity: Introduction to Modern Italy	4
Four 300-level courses in Italian literature and culture to be approved by the department <sup>1</sup>		16
8 additional credits in Italian		8
Total Credits		32

<sup>1</sup> At least one 300-level course must be taken in the senior year.

## Additional Specifications

- Courses lower than ITAL-209 cannot be counted toward the major.
- Independent Study (ITAL-395) may not be used as part of the minimum major requirements.
- One 200- or 300-level course may be in English translation but must be approved by the department.
- Students thinking about a major in Italian or studying abroad should contact Professor Frau or Language Instructor Svaldi.

## Requirements for the Minor

A minimum of 16 credits

Code	Title	Credits
ITAL-209	Conversation and Composition	4
ITAL-221 or ITAL-222	Introduction to Italian Culture and Literature I Italian Modernity: Introduction to Modern Italy	4
At least one course at the 300 level		4
One additional course at the 200 or 300 level		4
Total Credits		16

## Additional Specifications

- Courses lower than ITAL-209 cannot be counted toward the minor.
- Independent Study (ITAL-395) may not be used as part of the minimum minor requirements.
- One 200- or 300-level course may be in English translation but must be approved by the department.

## Teacher Licensure

Students interested in pursuing licensure in the field of Italian can combine their course work in Italian with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Italian, please consult your advisor or the chair of the Department of Classics and Italian. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is available in other sections of the catalog, or consult 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.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice

### Guidelines for New Students

All courses satisfy distribution requirements unless otherwise indicated.

Courses are normally conducted in Italian. Courses offered in translation are listed at the end of the Italian course descriptions.

Students with no previous training in Italian should elect ITAL-101–ITAL-102.

Students with two years of high school study should elect ITAL-201. Students whose proficiency in the Italian language is superior and who wish to study literature should elect ITAL-221 or ITAL-222, 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.

## Course Offerings

### ITAL-101 Elementary Italian I

*Fall and Spring. Credits: 4*

This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants.

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

*O. Frau, M. Lovato, M. Svaldi*

*Notes: Successful completion of both ITAL-101 and ITAL-102 will give students a full grammatical knowledge of basic Italian and it is highly recommended.*

### ITAL-102 Elementary Italian II

*Spring. Credits: 4*

This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants.

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

*M. Svaldi*

*Prereq: ITAL-101.*

### ITAL-112 Bridge to Italian 201 Part 1

*Spring. Credits: 2*

This course is particularly designed to create a new path for students who are taking (or have taken) Italian 101 and wish to have the necessary preparation to take Intermediate Italian (Italian 201) the following fall semester. They will be provided with the skills necessary to: understand, speak, and write Italian at the advanced beginner level, learn about contemporary Italian society, and develop the competence, interest and enthusiasm for the language that will inspire them to proceed to more advanced levels.

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

*M. Svaldi*

*Advisory: For students who are taking, or have taken, ITAL-101.*

*Notes: Second half of semester.*

### ITAL-113 Bridge to Italian 201 Part 2

*Fall. Credits: 2*

This course is particularly designed to create a new path for students who have taken Italian 112 only. They will be provided with the skills necessary to: understand, speak, and write Italian at the advanced beginner level, learn about contemporary Italian society, and develop the competence, interest and enthusiasm for the language that will inspire them to proceed to more advanced levels.

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

*M. Svaldi*

*Prereq: ITAL-112.*

*Notes: Half-semester course.*

### ITAL-201 Intermediate Italian through Film

*Fall. Credits: 4*

A review of Italian through film. Cultural and linguistic aspects of five to six films and related readings will be the focus of this course and the starting point for class activities, conversation, written exercises, and grammar review. This interdisciplinary approach offers students an opportunity to explore Italian culture deeply, while at the same time improving their reading, writing, and speaking skills. The course also features regular conversation sessions with language assistants.

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

*M. Lovato*

*Prereq: ITAL-102.*

### ITAL-209 Conversation and Composition

*Spring. Credits: 4*

Offers practice of colloquial and idiomatic speech patterns in Italian to emphasize correct pronunciation and intonation. Includes oral presentations as well as frequent compositions, from short reports to full-length essays. Uses newspapers, magazines, and literary texts to discuss issues and lifestyles concerning Italian society.

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

*O. Frau*

*Prereq: ITAL-201.*

### ITAL-221 Introduction to Italian Culture and Literature I

#### ITAL-221CT Introduction to Italian Culture and Literature I: 'Cities in the Italian Renaissance'

*Fall. Credits: 4*

This course is a journey through five exceptional Italian Renaissance cities: Florence, Rome, Venice, Mantova and Ferrara. Through these cities' history and literature, we will explore the cultural, historical and social conditions that contributed to make the Renaissance a unique period. We will read texts and learn about art, architecture, theatre, poetry and society.

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

*M. Lovato*

*Prereq: ITAL-209.*

*Notes: Taught in Italian*

#### ITAL-221DE Introduction to Italian Culture and Literature I: 'On Love, Death, and Other Frivolous Things: Early Modern Italian Writers'

*Not Scheduled for This Year. Credits: 4*

This course is an introduction to the major cultural movements of Medieval and Renaissance Italy, from Saint Francis of Assisi to Dante, Boccaccio, Petrarch, Machiavelli, and Vittoria Colonna. It surveys the major cultural and historical currents and introduces students to the masterpieces of Italy's literary tradition. Love and death will be the main themes covered in the course. Class discussions, written work, and movie screenings are aimed at developing skills in oral expression and expository writing in Italian. In Fall 2016, the course will include a special focus on Italian Theatre and Opera.

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

*Other Attribute(s): Speaking-Intensive*

*O. Frau*

*Notes: Taught in Italian*

### ITAL-222 Italian Modernity: Introduction to Modern Italy

*Not Scheduled for This Year. Credits: 4*

This course is an introduction to the major cultural movements of modern Italy, from Leopardi to Verga, Calvino and Pasolini. It surveys the major cultural and historical currents from the eighteenth century to the present. Representatives of romantic, realist, decadent, modernist and futurist works will be studied in their cultural and historical contexts. Class discussions, written work, and movie screenings are aimed at developing skills in oral expression and expository writing in Italian.

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

*M. Lovato*

*Advisory: Taught in Italian.*

*Notes: Taught in Italian. In Fall 2017, the course will include a special focus on Italian literature and nature.*



**ITAL-241EF Italian Topics Taught in English: 'Elena Ferrante, an Italian Mystery'***Fall. Credits: 4*

This course explores the writings of Elena Ferrante. In particular, we are going to concentrate on Ferrante's four volume epic known as the *Neapolitan Quartet* and its two female protagonists, Elena and Lila. We will examine Ferrante's notion of female friendship and solidarity, love, marriage and motherhood. We will pay special attention to working class women in post-WWII Naples and their unique lives. We are going to follow Elena and Lila's complex journey around Naples, Pisa, Rome, Ischia etc. while we try to understand and unmask the literary sensation that reclusive Ferrante has become.

*Applies to requirement(s): Humanities**O. Frau*

*Notes: The course is taught in English. Students who wish to obtain Italian credit at the 300 level, please contact Professor Frau.*

**ITAL-251 Topics in Italian****ITAL-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ITAL-301 Liars, Pranksters, and Jesters on the Italian Stage***Not Scheduled for This Year. Credits: 4*

This course explores the role of lies and practical jokes in Italian literary culture and the way the concept of humor has changed over time. We will investigate the intimate connection between power, religion, and laughter by reading some of the funniest and politically charged works. Our authors (Machiavelli, Goldoni, Pirandello, De Filippo, Fo) will take us through the streets of Renaissance Florence, eighteenth-century Venetian canals, as well as the improvised "factory theaters" of the 1970s.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**O. Frau*

*Notes: Taught in English. Students who wish to obtain Italian credit will have to do all of the readings/writings in Italian and participate in a tutorial with Professor Frau.*

**ITAL-311 Advanced Topics in Italian****ITAL-311GM Advanced Topics in Italian: 'Bric-a-Brac, Trinkets, Needlework, Pen and Paper Gendering Material Culture in Italy'***Spring. Credits: 4*

In this course we examine female and male spaces in the Italian home through modern works of literature and art. We will analyze how objects can define a personality, a space, a life. Spaces examined include intellectual/writing spaces, working spaces, eating/cooking spaces, clothing, décor. Authors include Mara Antelling, Gabriele D'Annunzio, Guido Gozzano, Oscar Wilde, Jolanda, Aldo Palazzeschi, Marchesa Colombi, Matilde Serao, Virginia Woolf.

*Applies to requirement(s): Humanities; Language**O. Frau**Notes: Taught in Italian***ITAL-341 Italian Topics Taught in English****ITAL-350 Topic:****ITAL-350LC Topic: 'Once upon a Time: Literature for Children in Italy from the 1500s to the 1900s'***Not Scheduled for This Year. Credits: 4*

This course explores the development of gender roles, gender narratives, and patterns and metaphors of society through books and short stories aimed at children and young adults. Readings include classics such as Basile's *Pentamerone*, Collodi's *Pinocchio* and DeAmicis' *Cuore*, and less-known works by Salgari, Baccini, Capuana, Vamba, and Rodari. We will also examine the evolution of children's textbooks (with particular attention given to fascist schoolbooks), children's magazines, and the media.

*Applies to requirement(s): Humanities**O. Frau**Notes: Taught in Italian***ITAL-361 Seminar in Romance Languages and Cultures**

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

**ITAL-361HE Seminar in Romance Languages and Cultures: 'Heroes & Infidels: Masculine Identity and The Birth of Europe in Medieval Romance Classics'***Not Scheduled for This Year. Credits: 4*

In this course we will read the canonical works that have shaped the national identity of European Romance countries such as Spain, France, Italy, Portugal, and Romania: from the medieval *Chanson de Roland* and *Cantar del mio Cid* to the early modern *Don Quixote*, *Os Lusíadas*, *Orlando Furioso*, and *Mesterul Manole*. We will discuss the performed masculinity of heroes, enemies, and mediators at the threshold between worlds. We will employ a decolonial critical approach to the Medieval, to question past and present wars against the infidel and their roles in the shaping of a modern European identity.

*Crosslisted as: ROMLG-375HE, SPAN-360HE, FREN-321HE**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Lovato*

*Advisory: For Language Majors: two courses in culture and literature at the 200 level. Also open to non-language majors with no prerequisite.*

*Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

**ITAL-361HS Seminar in Romance Languages and Cultures: 'History of Romance Languages'***Spring. Credits: 4*

This course examines the structural evolution of Romance languages from Vulgar Latin to contemporary forms. A chronological account will be organized around themes of persistence (inheritance from Latin) and innovation (structural change). We will begin by exploring different theories about linguistic change. Then, using concrete examples, we will analyze the main stages of development of Romance languages by focusing on different features at all linguistic levels and relating them to historical and sociological factors.

*Crosslisted as: SPAN-360RL, FREN-321RL, ROMLG-375HS**Applies to requirement(s): Humanities**E. Castro*

*Advisory: For language majors: two courses in culture and literature at the 200 level. Also open to non-language majors with no prerequisite.*

*Notes: 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.*

**ITAL-362 Advanced Topics in Italian****ITAL-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Japanese

### Overview and Contact Information

The Japanese program offers three levels of instruction. Students will build their language skills and cultural knowledge with various activities such as visiting Wa-Shin-An (the Japanese tea room at Mount Holyoke), reading short stories, writing blogs, and interviewing a group of visiting students from Japan. Students' progress is monitored by the Japanese Computerized Adoptive Test (J-CAT). Students who study Japanese may choose to complete the minor in Japanese listed here or the major in East Asian Studies for which language study is a principal component.

### See Also

- East Asian Studies (p. 140)
- Asian Studies (p. 75)

### Contact Information

**Ying Wang, Chair****Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

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

## Faculty

**This area of study is administered by the Asian Studies Committee:**

Satyananda Gabriel, Professor of Economics

Rie Hachiyanagi, Professor of Art

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics, Teaching Spring Only

Kavita Khory, Ruth Lawson Professor of Politics, Teaching Fall Only

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology

Ajay Sinha, Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Calvin Chen, Associate Professor of Politics

Amina Steinfels, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Assistant Professor of History

Lisha Xu, Senior Lecturer in Asian Studies

Lei Yan, Senior Lecturer in Chinese

Heba Arafah, Five College Lecturer in Arabic

Kya-Sung Park, Five College Lecturer in Korean

Richard Chu, Five College Associate Professor of History

Mohamed Hassan, Five College Senior Lecturer in Arabic

May George, Five College Lecturer in Middle East Studies

Nahla Khalil, Five College Lecturer in Arabic

Suk Massey, Five College Lecturer in Korean

Chan Young Park, Five College Lecturer in Korean

John Weinert, Five College Lecturer in Arabic

Chihiro Hanami, Visiting Instructor in Japanese

### Requirements for the Minor

At least 16 credits:

Code	Title	Credits
	Two Japanese language courses at the 200 level or higher	8
	An additional two 300-level courses in Japanese language	8
Total Credits		16

### Additional Specifications

- Independent Studies (ASIAN-295 or ASIAN-395) do not count toward the minor.
- Language courses that are not taken at Mount Holyoke must be approved by the head of the Japanese program at Mount Holyoke College to count toward the minor.
- Courses taught in English do not count toward the minor.

## Course Offerings

### ASIAN-222 Second Year Japanese I

Fall. Credits: 6

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

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

*C. Hanami*

*Prereq: ASIAN-121. Coreq: ASIAN-222L.*

*Advisory: Asian Studies 121 or equivalent (consult Naoko Nemoto for placement)*

### ASIAN-223 Second Year Japanese II

Spring. Credits: 6

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

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

*C. Hanami*

*Prereq: ASIAN-222 or equivalent. Coreq: ASIAN-223L.*

*Advisory: Contact Naoko Nemoto, nnemoto@mtholyoke.edu, for placement.*

### ASIAN-324 Third Year Japanese I

Fall. Credits: 4

This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

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

*N. Nemoto*

*Prereq: ASIAN-223.*

*Advisory: Asian Studies 223 or equivalent (contact Naoko Nemoto for placement)*

### ASIAN-326 Third Year Japanese II

Spring. Credits: 4

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

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

*N. Nemoto*

*Prereq: ASIAN-324.*

## Jewish Studies

### Overview and Contact Information

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.

## See Also

- Religion (p. 329)

### Contact Information

**Mara Benjamin, Chair**

**Natalina Tulik, Academic Department Coordinator**

205 Skinner Hall  
413-538-2233

<https://www.mtholyoke.edu/acad/jewish>

## Faculty

### This area of study is administered by the Jewish Studies Committee:

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics, Teaching Spring Only

Jeremy King, Professor of History

Karen Remmler, Professor of German Studies

Donald Weber, Lucia, Ruth and Elizabeth MacGregor Professor of English

Mara Benjamin, Irene Kaplan Leiwant Associate Professor of Jewish Studies

Amina Steinfelds, Associate Professor of Religion, On Leave 2018-2019

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
JWST-112	Introduction To Judaism	4
8 credits in Jewish studies at any level		8
At least 4 additional credits in Jewish studies at the 300 level		4
Total Credits		16

### Additional Specifications

- 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.
- Students should consider taking Hebrew language as part of the Jewish studies minor and, in addition to the approved Jewish Studies courses at Mount Holyoke, are encouraged to consider Jewish studies offerings at the other Five Colleges.

## 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.

## Course Offerings

### JWST-103 Introduction to the Hebrew Bible

*Not Scheduled for This Year. Credits: 4*

This course provides a critical introduction to the writings contained in the Hebrew Bible (also known as the Old Testament). It investigates the social and historical context of the ancient Israelites, examines a range of ancient Near Eastern literature, and introduces the principal methods of biblical studies. Participants will read much of the Hebrew Bible as well as select non-Israelite sources. Examples of recent biblical scholarship will provide additional information for better understanding these writings and will present different methods for approaching and interpreting ancient texts.

*Crosslisted as: RELIG-103*

*Applies to requirement(s): Humanities*

*The department*

**JWST-104 Introduction to the New Testament***Not Scheduled for This Year. Credits: 4*

Introduction to the New Testament investigates the social and historical context of first- and early second-century Christianity, examines New Testament and select non-canonical documents, and introduces you to the principal methods of New Testament studies. In the course of the semester you 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.

*Crosslisted as: RELIG-104**Applies to requirement(s): Humanities**The department***JWST-112 Introduction to Judaism***Spring. Credits: 4*

Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.

*Crosslisted as: RELIG-112**Applies to requirement(s): Humanities**M. Benjamin***JWST-150 Introduction to Modern Hebrew***Not Scheduled for This Year. Credits: 4*

An introduction to modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking, and listening. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, and express their thoughts and opinions. Learning will be amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. This course will involve regular collaboration with students from the Elementary Modern Hebrew course at Smith College. No previous knowledge of Modern Hebrew is necessary.

*Applies to requirement(s): Humanities; Language**The department***JWST-225 Topics in Judaism****JWST-225HH Topics in Judaism: 'The Habsburgs, Hitler, and the Law'***Fall. Credits: 4*

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.

*Crosslisted as: HIST-260HH**Applies to requirement(s): Humanities**J. King***JWST-225LF Topics in Judaism: 'Love, Friendship, and Interpersonal Relations in Judaism'***Not Scheduled for This Year. Credits: 4*

This course explores teachings and practices having to do with interpersonal relations in Jewish religious tradition, including notions of 'spiritual friendship,' relations between parents and children, teachers and disciples, and loving partners. Drawing broadly on the many varieties of Jewish religious literature, with a special interest in the mystical traditions of Judaism, the course also addresses diverse ethical questions such as the nature of forgiveness, responsibility towards the needs of others, and sexual ethics.

*Crosslisted as: RELIG-225LF**Applies to requirement(s): Humanities**The department***JWST-225NT Topics in Judaism: 'Black, Jewish, and Muslim Cultures in Germany: Intersectionalities of Othering'***Spring. Credits: 4*

As much as German culture is riddled with extreme examples of persecution and nationalism, the presence of those deemed non-German, such as Black Africans, African Americans, Jews, and Muslims, shaped cultural expression and cultural exchange. In this seminar we explore the expression of otherness as portrayed in literature, film, and art from the eighteenth through twenty-first Centuries. Drawing from critical race theory, critical ethnic studies, and gender studies, we consider work by non-Germans as well as the representation of others in German canonical and popular cultural production.

*Crosslisted as: GRMST-231NT, CST-249NT**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Remmler***JWST-225TR Topics in Judaism: 'Trauma, Transition, and Memory: The Jewish Literary Imagination in the Twentieth Century'***Not Scheduled for This Year. Credits: 4*

This course maps the range of Jewish literary expression in the twentieth century, beginning with the folktales of Sholem Aleichem and parables and stories by Franz Kafka, we will move on to novels and films that explore Jewish family life across nations and historical eras (Eastern Europe, America, Israel). Among the core themes will be the literary response to the Shoah in works by Primo Levi, Aharon Appelfeld, and Anne Michaels. The course concludes with works by Jewish writers E.L. Doctorow, Philip Roth, and Tony Kushner that continue to explore the relation among history, memory, and trauma – core themes of Jewish experience in modern times.

*Crosslisted as: ENGL-225TR**Applies to requirement(s): Humanities**The department***JWST-234 Women and Gender in Judaism***Fall. Credits: 4*

This course examines gender as a key category in Jewish thought and practice. We will examine different theoretical models of gender, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources.

*Crosslisted as: RELIG-234, GNDST-210JD**Applies to requirement(s): Humanities**M. Benjamin*



**JWST-240 The Holocaust in History***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: HIST-240**Applies to requirement(s): Humanities**J. King***JWST-251 Reading the Hebrew Bible***Not Scheduled for This Year. Credits: 4*

This course examines the Hebrew Bible in light of Jewish reading practices. Students will read significant sections of the Hebrew Bible in translation and learn to read ancient, medieval and modern Jewish approaches to the biblical text. This course seeks to help students become adept at the interpretation of texts and the practice of close reading.

*Crosslisted as: RELIG-251**Applies to requirement(s): Humanities**M. Benjamin***JWST-256 What Didn't Make It in the Bible***Not Scheduled for This Year. Credits: 4*

Hundreds of ancient religious texts did not make it into the Hebrew Scripture (aka the Old Testament). This course examines some of these excluded writings. In particular, we will focus on works found among the Apocrypha, the Pseudepigrapha, and the Dead Sea Scrolls. We will read an ancient Harlequin romance, tour heaven and hell, hear of the adventures of fallen angels who sired giants (and taught humans about cosmetics), and learn how the world will end. In critically examining such texts, we will better appreciate the diversity of Judaism, better understand the historical context of early Christianity, and explore the politics behind what did and did not make it into the bible.

*Crosslisted as: RELIG-256**Applies to requirement(s): Humanities**The department***JWST-265 Sacred Food and Eating in Judaism***Not Scheduled for This Year. Credits: 4*

This course explores the role of food and eating in Jewish religious culture, but will also include a significant comparative religious dimension. Topics will include the ritual, religious, and social significance of the dietary laws in Judaism, the symbolic foods of Passover and other festivals, fasting and ascetic attitudes toward food, as well as food culture as a marker of Jewish identity.

*Crosslisted as: RELIG-265**Applies to requirement(s): Humanities**M. Benjamin***JWST-269 Jewish Modernities***Spring. Credits: 4*

This course examines key themes in Jewish intellectual, religious, and political life from the late 17th century to the present. We examine: the effect of civil emancipation and the Enlightenment on Jewish philosophy and theology; Jews as both architects of modern thought and the paradigmatic Other in European liberal nation-states; the transformation of traditional Jewish religious rituals and belief systems in response to dramatic social and political life; new patterns of gender and family organization; the effect of antisemitism, Zionism, and imperialism on Jewish politics; and contemporary Jewish intellectual innovation, including feminist and queer thought.

*Crosslisted as: RELIG-269, CST-249JM**Applies to requirement(s): Humanities**M. Benjamin***JWST-276 Mapping Jewish American Generations***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: ENGL-274**Applies to requirement(s): Humanities**The department**Prereq: 4 credits in English, religion, Jewish studies, history, sociology, or film studies.***JWST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***JWST-343 The Sabbath***Not Scheduled for This Year. Credits: 4*

The practice of a weekly sacred day of rest has organized Jewish life for millennia. In this seminar, students will examine the Sabbath using narrative, folk, and legal primary sources from the biblical, Second Temple, rabbinic, medieval, and modern periods. Key themes include sacred time, cultural identity, and the transformation of religious practice. Experiential learning, and critical thinking about your experiential learning, are integral to this seminar.

*Crosslisted as: RELIG-343**Applies to requirement(s): Humanities**M. Benjamin**Restrictions: Course limited to sophomores, juniors and seniors*

JWST-350 Special Topics in Jewish Studies

JWST-350CH Special Topics in Jewish Studies: 'Childhood and Children in Religion'

Fall. Credits: 4

This course explores a diversity of religious approaches to the meaning of childhood and the nature of children. We critically examine influential writings, rituals and liturgy, fiction, and other types of literature to understand the construction of childhood as distinctive life stage that entails special rights and responsibilities. We will also examine how gender, power, race, social structures, and economic arrangements produce divergent understandings of what it means to be a child.

Crosslisted as: RELIG-331CH, CST-349CH

Applies to requirement(s): Humanities

M. Benjamin

Restrictions: Course limited to sophomores, juniors and seniors

Notes: Students wishing to take this course for credit in Jewish studies must choose a research topic that builds on Jewish sources.

JWST-350DP Special Topics in Jewish Studies: 'Jews, Difference, and Partnering in American Literature'

Spring. Credits: 4

This course considers how American literature has depicted Jews partnering with non-Jews. Jewish culture has engaged this question across centuries, languages, literary genres, and national borders, but in this class we'll focus on American Jewish experiences, and their intersections with other cultural traditions. We'll also embark from the premise that the most popular canonical portrayals of American Jewish exogamy (out-group partnering) couple white Jewish men with non-Jewish white women - juxtapositions that offer a more limited range of American Jewish experiences than stories that more fully explore the diversity of Jews and non-Jews in the United States.

Crosslisted as: ENGL-392DP

Applies to requirement(s): Humanities; Multicultural Perspectives

E. Bromberg

Restrictions: Course limited to sophomores, juniors and seniors

JWST-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Journalism, Media, and Public Discourse

Overview and Contact Information

Many departments, including English, history, sociology, and politics, offer hands-on and theory-based courses in journalism and public media. Students learn to examine the world with an educated, critical eye; to collect material from a wide range of sources; and to analyze and communicate information clearly and concisely. MHC's approach reflects the reality of the job market: employers in journalism and media want students who are knowledgeable and articulate across a wide array of subjects in the liberal arts, who are creative, flexible thinkers with superior writing and analytical capabilities. The Nexus in Journalism, Media, and Public Discourse encourages students to explore journalism and media through many venues. In the classroom, students can master the nuts and bolts of reporting and fact-checking a news story, examine the history of the New York Times, or analyze the role of media in contemporary society.

Contact Information

Eleanor Townsley, Nexus director, track chair

Kenneth Tucker, track chair

217G Dwight Hall

413-538-3010

<https://www.mtholyoke.edu/acad/nexus/>

journalism\_media\_public\_discourse

Faculty

This area of study is administered by the following Nexus track chairs:

Eleanor Townsley, Andrew W. Mellon Professor of Sociology and Director of Nexus

Kenneth Tucker, Helen P. Bibbero Professor of Sociology

Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
Three courses above the 100 level chosen from the list of courses approved for this Nexus		12
One approved 300-level course from the list of courses approved for this Nexus		4
Completion of the UAF application stages 1 and 2 <sup>1</sup>		
A substantive internship		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
Total Credits		18

<sup>1</sup> Or a fifth class with approval of the track chair

Additional Specifications

- Students in this Nexus 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.
- The sequence of a Nexus is part of what makes it unique. UAF application stages 1 and 2 must be completed before the internship or research project. COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus.

Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
Anthropology		
ANTHR-230	Language in Culture and Society	4
ANTHR-316WC	Special Topics in Anthropology: 'Writing Capitalism's Ruins'	4
Art History		
ARTH-242	History of Photography: The First Hundred Years	4
ARTH-290FM	Issues in Art History: 'American Films That Matter'	4
Asian Studies		

ASIAN-312	Newspaper Reading and Journalistic Practice in China	4
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Critical Social Thought</b>		
CST-349VC	Advanced Topics: 'Victorian Literature and Visual Culture'	4
<b>English</b>		
ENGL-202	Introduction to Journalism	4
ENGL-301DM	Studies in Journalism: 'Bots, Bytes, Tweets, and Snaps: Digital Media and the Transformation of Journalism in the 21st Century'	4
ENGL-301MW	Studies in Journalism: 'Magazine Writing - Sequence I'	4
ENGL-301PR	Studies in Journalism: 'The Press and the Presidency'	4
ENGL-301RE	Studies in Journalism: 'Reporting Lab: Holyoke, Massachusetts'	4
ENGL-325	Victorian Literature and Visual Culture	4
ENGL-349	Cosmopolitanism	4
<b>Film Studies</b>		
FLMST-201	Introduction to Film	4
FLMST-220RA	Special Topics in Film Studies: 'Reel America: History and Film'	4
FLMST-275	Documentary Film	4
FLMST-320ME	Seminar in Film Studies: 'Media and Surveillance' Film, 1970-present'	4
<b>French</b>		
FREN-225	Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World	4
<b>History</b>		
HIST-283RA	Topics in the Recent History of the United States: 'Reel America: History and Film'	4
HIST-301NY	Colloquium: 'Reading the New York Times: Journalism, Power, History'	4
<b>Latina/o Studies</b>		
LATST-350VN	Special Topics in Latin American Studies: 'Visualizing Immigrant Narratives: Migration in Film'	4
<b>Sociology</b>		
SOCI-216MD	Special Topics in Sociology: 'Sociology of Media'	4
SOCI-234	Social Problems	4
SOCI-240	Collective Behavior and Social Movements	4
<b>Spanish</b>		
SPAN-240CN	Visual Cultures, An Introduction: 'Introduction to Spanish and Latin American Cinema'	4
SPAN-250LM	Concepts and Practices of Power: 'Making Latin America: From Independence to the Present'	4
SPAN-250MG	Concepts and Practices of Power: 'Spanish Migrations'	4

## Latin

### Overview and Contact Information

Latin is alive and well in the many English words that have Latin roots and as the matriarch of the modern Romance languages—Italian, French, Spanish, and Portuguese. More important, it lives on in the influence it exerted on countless later writers and thinkers and, of course, in Latin works that modern audiences continue to find relevant. Among the most familiar names in Latin literature are those from its apex in the first century BCE and first century CE. Authors such as Cicero, Caesar, Catullus, Vergil, Horace, Livy, Ovid, and Tacitus mastered the genres of epic, lyric, and elegiac poetry, satire, oratory, and historiography.

The department offers courses in Latin at all levels, with those at the intermediate and advanced levels focusing on many of the authors mentioned above. Students will also find a wide array of courses (in English) approaching the culture and history of Roman antiquity from a variety of perspectives.

While the study of Latin is a foundation stone of the discipline of classics, the Latin major or minor is also excellent preparation for advanced study in English, religion, philosophy, and history. There are also many opportunities for teaching Latin at the middle and high school levels (see below on Teaching Licensure).

In addition to Latin, the department offers majors in classics, Greek, and ancient studies. Classics combines the study of both ancient languages with courses in ancient history, art, philosophy, politics, or religion. Ancient studies approaches Greek and Roman civilizations from an interdisciplinary perspective with less emphasis on the ancient languages. There are also minors related to each of these majors.

### Study Abroad

The department encourages study abroad. In recent years a number of students in the department have spent part of their junior years at the Intercollegiate Center for Classical Studies (ICCS) in Rome. Some have pursued their studies at Oxford, Saint Andrews, and other institutions in Great Britain. Students who anticipate taking an advanced degree in archaeology, ancient art history, ancient history, or classics can also apply to summer sessions of the American School of Classical Studies at Athens.

### See Also

- Ancient Studies (p. 53)
- Classics (p. 105)
- Greek (p. 222)

### Contact Information

**Bruce Arnold, Chair**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center

413-538-2885

<https://www.mtholyoke.edu/acad/classics>

### Faculty

**This area of study is administered by the Department of Classics and Italian. Advisors for Latin:**

Paula Debnar, Professor of Classics

Geoffrey Sumi, Professor of Classics

Bruce Arnold, Associate Professor of Classics

Mark Landon, Visiting Language Instructor in Classics

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
At least 12 credits at the 300 level in the language of concentration		12
20 additional credits in approved courses at the 200 or 300 level. These may be courses in Latin or Greek and/or a variety of courses in art history, classics (in English), history, philosophy, politics or religion. <sup>1</sup>		20
Total Credits		32

<sup>1</sup> These courses should be selected after consulting with the student's advisor.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
12 credits above the 100 level in the Latin language		12
At least 4 credits in the Latin language at the 300 level		4
Total Credits		16

## 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. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is available in other sections of the catalog, or consult 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.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Offerings

### LATIN-101 Elementary Latin I

*Fall. Credits: 4*

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

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

*B. Arnold, M. Landon*

*Restrictions: This course is limited to first-years, sophomores, and juniors*

### LATIN-102 Elementary Latin II

*Spring. Credits: 4*

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

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

*B. Arnold*

*Prereq: LATIN-101.*

*Advisory: Students who have not completed LATIN-101 should consult the department.*

### LATIN-201 Intermediate Latin I

*Fall. Credits: 4*

Combines a thorough review of Latin grammar and syntax with an introduction to the life and literature of ancient Rome, based on the reading of selected passages of Roman prose and poetry.

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

*G. Sumi*

*Prereq: LATIN-102.*

### LATIN-207 The Slender Muse

*Not Scheduled for This Year. Credits: 4*

A study of the highly romantic poetry that launched a revolution in Latin literature, including such works as Catullus's epyllion on Peleus and Thetis and Vergil's *Eclogues* and *Georgics*, with attention to the new understanding of poetry shown in these poems and to their commentary on the social turmoil of the last phase of the Republic.

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

*B. Arnold*

*Prereq: LATIN-201.*

### LATIN-210 Ovid: *Metamorphoses*

*Not Scheduled for This Year. Credits: 4*

A study of Ovid's ambitious epic celebrating change and transformative forces, with attention to the challenges it poses to traditional Roman values and to conventional Roman notions of the work appropriate to a poet. In particular, consideration will be given to the way Ovid's poem subversively responds to Vergil's work.

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

*B. Arnold*

*Prereq: one 200- or 300-level Latin course.*

*Notes: Meets with Latin 310. Three meetings per week; timing of third to be arranged with students after registration.*

### LATIN-212 Roma Ludens: Comedy and Satire in Ancient Rome

*Spring. Credits: 4*

Could Romans be funny? Perhaps surprisingly, in a culture where seriousness (*gravitas*) and sternness (*severitas*) were praiseworthy attributes, Romans enjoyed theatrical productions adapted from Greek comedies - from raucous and ribald farces to more subtle comedies of manners. They also believed that satire, poetry that poked fun at the vices and foibles of human nature, was a truly Roman genre. Moreover, both comic and satirical elements appear in a wide range of Roman literature. Authors may include Plautus, Terence, Horace, Ovid, Martial, Juvenal, and others.

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

*G. Sumi*

*Prereq: LATIN-201.*



**LATIN-213 Myth, Memory, and History: Writing the Past in the Roman Republic***Not Scheduled for This Year. Credits: 4*

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.

*Applies to requirement(s): Humanities; Language**G. Sumi**Prereq: LATIN-201.***LATIN-250 Intermediate Latin Tutorial***Not Scheduled for This Year. Credits: 2 - 4*

Studies in various Roman authors or genres.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Instructor permission required.**Notes: Repeatable for credit. Can meet the Humanities requirement, but only if taken for 4 credits.***LATIN-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***LATIN-302 Cicero and the Enemies of the Roman Republic***Not Scheduled for This Year. Credits: 4*

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).

*Applies to requirement(s): Humanities; Language**G. Sumi**Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.***LATIN-307 The Slender Muse***Not Scheduled for This Year. Credits: 4*

A study of the highly romantic poetry that launched a revolution in Latin literature, including such works as Catullus's epyllion on Peleus and Thetis and Vergil's *Eclogues* and *Georgics*, with attention to the new understanding of poetry shown in these poems and to their commentary on the social turmoil of the last phase of the Republic.

*Applies to requirement(s): Humanities; Language**B. Arnold**Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.***LATIN-308 Lucretius***Not Scheduled for This Year. Credits: 4*

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

*Applies to requirement(s): Humanities; Language**P. Debnar**Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.***LATIN-309 Vergil: Aeneid***Fall. Credits: 4*

A study of the Aeneid with attention both to its presentation of the classic conflict between Greek and Roman value systems and to its controversial portrayal of empire in the Augustan age.

*Applies to requirement(s): Humanities; Language**B. Arnold**Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.***LATIN-310 Ovid: Metamorphoses***Not Scheduled for This Year. Credits: 4*

A study of Ovid's ambitious epic celebrating change and transformative forces, with attention to the challenges it poses to traditional Roman values and to conventional Roman notions of the work appropriate to a poet. In particular, consideration will be given to the way Ovid's poem subversively responds to Vergil's work.

*Applies to requirement(s): Humanities; Language**B. Arnold**Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.***LATIN-312 Roma Ludens: Comedy and Satire in Ancient Rome***Spring. Credits: 4*

Could Romans be funny? Perhaps surprisingly, in a culture where seriousness (*gravitas*) and sternness (*severitas*) were praiseworthy attributes, Romans enjoyed theatrical productions adapted from Greek comedies - from raucous and ribald farces to more subtle comedies of manners. They also believed that satire, poetry that poked fun at the vices and foibles of human nature, was a truly Roman genre. Moreover, both comic and satirical elements appear in a wide range of Roman literature. Authors may include Plautus, Terence, Horace, Ovid, Martial, Juvenal, and others.

*Applies to requirement(s): Humanities; Language**G. Sumi**Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.***LATIN-313 Myth, Memory, and History: Writing the Past in the Roman Republic***Not Scheduled for This Year. Credits: 4*

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.

*Applies to requirement(s): Humanities; Language**G. Sumi**Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.***LATIN-350 Advanced Latin Tutorial***Not Scheduled for This Year. Credits: 2 - 4*

Studies in various Roman authors or genres.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is open to juniors and seniors**Instructor permission required.**Notes: Repeatable for credit. Can meet the Humanities requirement, but only if taken for 4 credits.***LATIN-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

# Latin American Studies

## Overview and Contact Information

The Department of Spanish, Latina/o, and Latin American Studies engages in the multidisciplinary study of the past, current state, and emerging realities of societies and cultures of Latin America, Spain, the Caribbean, and the Latino/a heritage populations within the United States and their relations with each other and with the wider world. To that end, our courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics.

The Department of Spanish, Latina/o, and Latin American Studies also collaborates closely with a number of other departments and programs on campus, frequently cross-listing courses with film studies, gender studies, history, and Romance languages and cultures. Regular co-curricular activities organized by the department (film series, lectures, etc.) also engage the larger college community in the interests of our students and faculty. In addition to providing opportunities for learning on campus, the department also strongly recommends that students study off campus in a Spanish-speaking context in order to enhance their language skills and to forge their own connections to place through language.

The interdisciplinary major and minor in Latin American studies emphasize critical approaches to the culture, history, society, and political economy of the region. As societies long defined by and in opposition to external powers, Latin America and the Caribbean have in modern times developed distinctive national and cultural identities celebrated on a world stage in art, music, and literature. The major and minor study the region in its enormous geographic diversity—from plantation to highland Americas, from Mexico to Argentina; and linguistic variety—four European, several Creole, and numerous indigenous languages. Students pursue course work in several thematic and geographic areas.

## See Also

- Latin American, Caribbean, and Latino Studies (p. 253)

## Contact Information

Nieves Romero-Díaz, Chair  
Cara Lapenas, Academic Department Coordinator

105 Ciruti Language Center  
413-538-2347  
<https://www.mtholyoke.edu/acad/spanish/latam>

## Faculty

**This area of study is administered by the Department of Spanish, Latina/o, and Latin American Studies:**

Lowell Gudmundson, Professor of Latin American Studies and History

Dorothy Knight-Mosby, Professor of Spanish; Associate Dean of Faculty

Nieves Romero-Díaz, Professor of Spanish

Justin Crumbaugh, Associate Professor of Spanish, Latina/o and Latin American Studies

David Hernández, Associate Professor of Spanish, Latina/o, Latin American Studies

Vanessa Rosa, Assistant Professor of Latina/o Studies

Esther Castro, Senior Lecturer in Spanish; Spanish Language Program Director

Dimaris Barrios-Beltrán, Visiting Language Instructor in Spanish

Flávia Cunha, Language Instructor in Spanish

Elena García Frazier, Language Instructor in Spanish

Antonio Illescas, Language Instructor in Spanish

Adriana Pitetta, Visiting Lecturer in Spanish, Latina/o and Latin American Studies

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
<b>A command of Spanish or Portuguese</b>		
<b>A minimum of 40 credits in Latin American Studies including:</b>		
LATAM-180	Introduction to Latin American Cultures	4
Two elective courses, at any level, in Latin American studies		8
At least one course, at any level, 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		4
At least two courses, at any level, outside the student’s primary area of interest		8
At least one advanced (300-level) course on Spanish American or Brazilian literature taught in the language		4
At least three additional 300-level courses in Latin American studies		12
Total Credits		40

## Other Requirements

- Students pick an area of interest within Latin American studies and plan their coursework in close consultation with their major advisor.

## Additional Specifications

- An elementary knowledge of the other language (Spanish or Portuguese) and study abroad are strongly recommended for all majors.
- 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.
- Programs for study abroad can be arranged throughout Latin America and the Caribbean.
- Students who declare a Latin American studies major automatically fulfill the College’s “outside the major” requirement.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
LATAM-180	Introduction to Latin American Cultures	4
One 200-level or 300-level Latin American studies course		4

At least one course at the 300 level	4
2 additional approved courses	8
Total Credits	20

## Additional Specifications

- Courses in the student's major field may not be used to fulfill the requirements of the minimum minor. For example, a student majoring in Spanish may not use any Spanish course to count towards the both the Spanish major and the Latin American Studies minor.

## Related Courses

For related courses in other departments, please check the major website or consult with your major advisor.

## Course Offerings

### LATAM-180 Introduction to Latin American Cultures

*Fall and Spring. Credits: 4*

Examines the confrontation, assimilation, and transformation of Amerindian, African, and European cultures in Latin America from the sixteenth century to the present. Focuses on the processes in which distinctive self-images emerged in the region and how these images have been challenged and changed over time. Uses films, literature, and folk traditions to complement scholarly analysis of the emergence of a New World mentality.

*Crosslisted as: HIST-180*

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

*L. Gudmundson*

### LATAM-217 Portuguese for Spanish Speakers I

*Not Scheduled for This Year. Credits: 4*

This course is specially designed for students who are proficient in Spanish or another Romance language. This previous knowledge will be drawn upon to promote fast and solid acquisition of linguistic skills in Portuguese. Course conducted in Portuguese. Upon successful completion of the course, students should be able to: interact with other students and the instructor in Portuguese; describe and compare people, places, and things in Portuguese; communicate future plans in Portuguese; narrate and understand past events in Portuguese; offer and understand advice and directions in Portuguese; give and understand opinions in Portuguese; and hypothesize in Portuguese.

*Crosslisted as: SPAN-217*

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

*F. Cunha*

*Prereq: SPAN-201 or placement test.*

*Advisory: Permission of instructor if you have proficiency in other Romance languages.*

*Notes: Students with proficiency in other Romance languages should seek permission of the instructor.*

### LATAM-243 Introduction to Latin American Politics

*Not Scheduled for This Year. Credits: 4*

Why has Latin America struggled to achieve democratic stability? Why is it the region of the world with the highest economic inequality? How have the periodic political and economic crises allowed for creative experimentation with policy alternatives to create a more equal and sustainable social order? This course examines the political and economic evolution and transformation of Latin America from the time of the European conquest until these very days, with a particular focus on the 20th century. It will also analyze how these general trends took specific shapes in each of the 7 countries studied: Mexico, Argentina, Brazil, Cuba, Chile, Venezuela and Bolivia.

*Applies to requirement(s): Social Sciences*

*C. Fernandez Anderson*

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

*Advisory: Politics 106 (Comparative Politics) is recommended.*

### LATAM-260 Afro-Latin America: From Slavery to Invisibility

*Fall. Credits: 4*

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.

*Crosslisted as: HIST-287AF, AFCNA-241AF*

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

*L. Gudmundson*

### LATAM-277 Caribbean Women Writers

*Not Scheduled for This Year. Credits: 4*

Comparative examination of contemporary women's writing in the Caribbean. Emphasis will be on their engagement with issues of history, cultural articulation, race, class, gender, and nationality, including exploration of their formal procedures, individual moods, regional particularity, and general impact as writers. Rosario Ferré, Ana Lydia Vega, Julia Alvarez, Edna Brodber, Maryse Condé, Simone Schwarz-Bart, Jean Rhys, Beryl Gilroy, and Rosa Guy are among those whose works we will review.

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

*D. Mosby*

### LATAM-287 Topics in Latin American Studies

This course studies significant problems relating to Latin America in greater depth from the perspectives of appropriate disciplines. Some topics may be cross-listed with other departments.

**LATAM-287FM Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'***Spring. Credits: 4*

A frame of mind typically refers to a mood or perspective. However, such dispositions also reflect a certain regulation of thought and thus behavior. In other words, something "frames" our minds in the first place. This course explores these ideas by interrogating the history of commonplace assumptions regarding issues such as freedom, race, prison, sexuality, government, and insanity. Authors include Giorgio Agamben, Wendy Brown, Michel Foucault, Friedrich Nietzsche, Edward Said, Ann Laura Stoler, and others.

*Crosslisted as: CST-249FM**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh*

*Advisory: The course is geared toward both first-year students with minimal experience with philosophy and other students who have an interest in critical theory.*

**LATAM-287RP Topics in Latin American Studies: 'Sexual and Reproductive Rights in Latin America'***Not Scheduled for This Year. Credits: 4*

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 some countries' agendas after decades of silence, taboos, and restrictive or non-existent legislation. The course aims to provide a survey of sexual and reproductive rights in the region as a whole while at the same time highlighting the disparities that exist within it. The course analyzes the multiple factors behind the current policies focusing particularly on the role of women and LGBT movements advancing more liberal legislation.

*Crosslisted as: POLIT-255RP**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Fernandez Anderson*

*Advisory: Previous coursework in Latin American Studies and/or Gender Studies recommended.*

**LATAM-288 Modern Mexico***Not Scheduled for This Year. Credits: 4*

An analysis of the modern Mexican nation-state organized around three major themes: the conflictive yet symbiotic relationship with the United States, from the war of the 1840s through NAFTA most recently; the succession of reformist and revolutionary upheavals in 1810-1821, 1856-1867, 1910-1917, the 1930s, and again today, seeking to resolve both problems of the colonial past and new conflicts traceable to the very reforms generated by earlier political and social struggles; and the meaning of Mexican nationality from different ethnic, gender, and class perspectives. Readings include autobiographical and literary works, historical studies, and films.

*Crosslisted as: HIST-288**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Gudmundson***LATAM-289 Slavery in the Americas***Not Scheduled for This Year. Credits: 4*

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.

*Crosslisted as: HIST-289, AFCNA-241SA**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Gudmundson***LATAM-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***LATAM-374 Latin American Cinema: Beyond the Farm and The Factory***Not Scheduled for This Year. Credits: 4*

How do labor relationships and the social construction of what work means affect our lives as well as our communities? How do they contribute to shape our identities? In which ways can our gender, sexual orientation, race, social class or migratory status define our working possibilities? How do the concepts of marginality and informality emerge to identify the precarious Latin American labor conditions? Through Latin American films, students will problematize the idea of service, worker, industry, classic and non-classic work, sexual and affective work, and child labor, among others.

*Crosslisted as: GNDST-333FC**Applies to requirement(s): Humanities; Multicultural Perspectives**A. Pitetta***LATAM-386 Central America: Reform, Reaction, Revolution***Not Scheduled for This Year. Credits: 4*

This seminar explores the diverse experiences of Central American nations in the twentieth century. From a common basis in an export-oriented agriculture, social and political alternatives ranging from social democracy to recurrent military rule, neofascist regimes, and revolutionary socialism have emerged in the isthmus. The course uses materials ranging from autobiography and literature to historical and anthropological studies to understand how this came to be. In addition to national cases, we consider the unique experiences of the area's indigenous and Atlantic-coast peoples within and outside the nation-state framework.

*Crosslisted as: HIST-386**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Gudmundson**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Latin American Studies or related field.***LATAM-387 Special Topics in Latin American Studies**

This course studies significant problems relating to Latin America in greater depth from the perspectives of appropriate disciplines. Some topics may be cross-listed with other departments.



**LATAM-387CR Special Topics in Latin American Studies: 'Re-imagining the Caribbean'***Not Scheduled for This Year. Credits: 4*

The Caribbean has been formed through a complex interaction of the peoples of Africa, Asia, Europe, Latin American and the United States. In this introductory, interdisciplinary course we will examine the major issues that have shaped modern Caribbean society, including colonialism, revolution, nationalism, self-determination, transition from agricultural to tourism-based economies, migration, and globalization. Particular attention will be given to Cuba, Haiti, Guyana, Jamaica, Trinidad, Puerto Rico, and the Dominican Republic, but we will also consider relevant examples from other areas of the region. In addition to historical documents, we will also consider literature, art, and film.

*Crosslisted as: HIST-301CR, AFCNA-341CR**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Knight-Mosby***LATAM-387HR Special Topics in Latin American Studies: 'Human Rights Abuses and Accountability Mechanisms in the Southern Cone of Latin America'***Not Scheduled for This Year. Credits: 4*

During the 1960s and 1970s military coups brought authoritarian regimes to power in the Southern Cone (Argentina, Brazil, Chile and Uruguay). Human rights movements emerged demanding information about victims of torture, executions and disappearances which became the way military regimes attempted to eliminate dissent. What accounts for the different role these movements in the transition and consolidation of democracy and the rule of law? Did they take part to the same extent in the design and implementation of accountability mechanisms to prosecute those responsible for the abuses? We will answer these questions through the analysis of academic readings, movies, and primary sources.

*Crosslisted as: POLIT-364**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Fernandez Anderson**Advisory: Previous coursework in Latin American Studies and/or comparative politics recommended.***LATAM-387SC Special Topics in Latin American Studies: 'Popular Education and Social Change in the Americas'***Spring. Credits: 4*

Popular education emerged in the Americas as a liberation project nourished by revolutionary aspirations. The Brazilian educator, Paulo Freire and others envisioned liberatory education by and for the people. What were its origins? This course will examine the historical moments and movements where popular education emerged. Taking up a range of voices and sources, we will consider the principles and practices that animated revolutionary projects and social movements in El Salvador, Brazil, Nicaragua, among other Latin American and Latinx communities. As a class, we will take part in a CBL component where we will interact with some community-based organizations that practice popular education. Together, we will learn from these experiences and enrich our own liberatory practices.

*Crosslisted as: HIST-301SC**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**S. Huez**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: At least 4 credits in History or Latin American Studies.***LATAM-389 Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat***Spring. Credits: 4*

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.

*Crosslisted as: HIST-389**Applies to requirement(s): Humanities**L. Gudmundson**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from Latin American Studies or related field.***LATAM-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Latin American, Caribbean, and Latino Studies

### Overview and Contact Information

The Five College Certificate in Latin American, Caribbean, and Latino Studies allows students the opportunity to specialize in Latin American studies in addition to or as a complement to their majors. Under the guidance of the appointed faculty adviser for the program at Mount Holyoke, students design a sequential, coordinated and comprehensive course of study drawing on the faculty specialists and course offerings at the five campuses. The program is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

### See Also

- Latin American Studies (p. 250)

### Contact Information

**Lowell Gudmundson, Professor of Latin American Studies and History**<https://www.fivecolleges.edu/latinamericanstudies>

## Requirements for the Certificate

A minimum of eight courses:

Code	Title	Credits
One broadly based introductory course on the social and political history of Latin America or U.S. Latinos such as:		1
LATAM-180	Introduction to Latin American Cultures (at Mount Holyoke)	
One course in the humanities that focuses substantially on Latin America or U.S. Latinos – including courses in art, art history, dance, folklore, literature, music, philosophy, religion, or theatre, etc.		1
One course in the social sciences that focuses substantially on Latin America or U.S. Latinos – including courses in anthropology, economics, geography, politics or political science, and sociology		1

Four other courses which should be more advanced and more specific in focus	4
One upper-level seminar in Latin America and/or U.S. Latinos	1
Proficiency through second-year college level in an official (other than English) or indigenous language of Latin America	0-4
<b>Total Courses</b>	<b>8-12</b>

### Additional Specifications

- At least one of the courses must be in Latino Studies, and at least one must be in Latin American or Caribbean Studies.
- All courses must be approved in advance by the student's Mount Holyoke advisor for the certificate program. A list of current candidate courses is available on the certificate's website (<https://www.fivecolleges.edu/latinamericanstudies/courses>).
- At least one course must be taken outside of Mount Holyoke at one of the other institutions in the Five College consortium.
- Students must complete all required courses with a grade of B or better.

## Latina/o Studies

### Overview and Contact Information

The Latina/o Studies minor provides an interdisciplinary exploration of the history, culture, and experiences of Latinas/os in the United States. With a presence in the Americas spanning seven centuries, Latinas/os are the largest "minority" in the U.S. and reflect a cultural complexity that includes mode of incorporation to the U.S., cultural productions, political agency, and heterogeneous racial, gender, sexual, class backgrounds and citizenship statuses. Courses in Latina/o Studies place a premium on critical thinking, comparative analyses, and historical and contemporary engagement with society.

### Contact Information

Nieves Romero-Díaz, Chair

Cara Lapenas, Academic Department Coordinator

105 Ciruti Language Center

413-538-2347

<https://www.mtholyoke.edu/acad/spanish/latina/o-studies-us>

## Faculty

**This area of study is administered by the Department of Spanish, Latina/o, and Latin American Studies:**

Lowell Gudmundson, Professor of Latin American Studies and History

Dorothy Knight-Mosby, Professor of Spanish; Associate Dean of Faculty

Nieves Romero-Díaz, Professor of Spanish

Justin Crumbaugh, Associate Professor of Spanish, Latina/o and Latin American Studies

David Hernández, Associate Professor of Spanish, Latina/o, Latin American Studies

Vanessa Rosa, Assistant Professor of Latina/o Studies

Esther Castro, Senior Lecturer in Spanish; Spanish Language Program Director

Dimaris Barrios-Beltrán, Visiting Language Instructor in Spanish

Flávia Cunha, Language Instructor in Spanish

Elena García Frazier, Language Instructor in Spanish

Antonio Illescas, Language Instructor in Spanish

Adriana Pitetta, Visiting Lecturer in Spanish, Latina/o and Latin American Studies

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
LATST-180	Introduction to Latina/o Studies: Structural Inequalities	4
At least one Latina/o Studies course at the 300 level		4
Three other Latina/o Studies courses at the 200 or 300 level		12
Total Credits		20

### Additional Specifications

- At least one course must include a Community-Based Learning component.
- Students are encouraged to take Latina/o Studies courses offered across the Five Colleges, per department faculty approval.
- Four Independent Study credits may be included in the minor (LATST-295, LATST-395).
- Courses in a student's major field may not be used to fulfill the minimum requirements of the minor. (For example, a Latin American Studies major may not count a Latina/o Studies course towards both her major and the Latina/o Studies minor.)

## Course Offerings

**LATST-180 Introduction to Latina/o Studies: Structural Inequalities**

*Fall. Credits: 4*

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.

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

*V. Rosa*

**LATST-250 Special Topics in Latina/o Studies****LATST-250AN Special Topics in Latina/o Studies: 'Aliens, Anti-Citizens, and Identities'***Spring. Credits: 4*

The course will examine marginal and "alien" citizenship statuses in the United States. Whereas the *Declaration of Independence* asserts that "all men are created equal," we will interrogate that statement by studying identities and personages that are explicitly treated unequally in the law and society. From immigrants to gang members, from tipped workers to queer persons, from presumed terrorists to disenfranchised ex-cons, we will examine the deliberate incorporation and maintenance of people in society into lower classes and statuses.

*Crosslisted as: CST-249AN**Applies to requirement(s): Social Sciences; Multicultural Perspectives**D. Hernández*

*Notes: This class will be jointly taught with students from Holyoke Community College (HCC). Please reserve one hour before and after class time for travel to and from HCC for part of the semester. MHC will provide transportation.*

**LATST-250LR Special Topics in Latina/o Studies: 'Latina/o/x Urbanism'***Not Scheduled for This Year. Credits: 4*

This course examines the relationship between the urban and Latina/o/x placemaking, identities and culture(s). Urban scholars have long studied the "evolving" city—this course explores the changing city in relation to Latina/o/x populations and urban social change movements. We examine historical and contemporary conditions and cover a broad range of topics including: urbanization, urban planning, "new urbanism," placemaking, gentrification, migration/immigration, segregation, and more. The readings in this course aim to provoke a consideration of the dynamic between space and place, as well as how urban life, culture, and form impacts Latina/o/x populations and vice versa.

*Crosslisted as: CST-249LR**Applies to requirement(s): Social Sciences; Multicultural Perspectives**V. Rosa***LATST-250RP Special Topics in Latina/o Studies: 'Race, Racism, and Power'***Fall. Credits: 4*

This course analyzes the concepts of race and racism from an interdisciplinary perspective, with focus on Latinas/os/x in the United States. It explores the sociocultural, political, economic, and historical forces that interact with each other in the production of racial categories and racial "difference." In particular, we focus on racial ideologies, racial formation theory, and processes of racialization, as well as the relationship between race and ethnicity. The course examines racial inequality from a historical perspective and investigates how racial categories evolve and form across contexts. The analysis that develops will ultimately allow us to think rigorously about social inequality, resistance and liberation.

*Crosslisted as: CST-249RP, GNDST-204RP**Applies to requirement(s): Social Sciences; Multicultural Perspectives**V. Rosa**Restrictions: This course is limited to sophomores and juniors.***LATST-250SP Special Topics in Latina/o Studies: 'Scholarly Pathways: Research, College Achievement and Post-Baccalaureate Futures'***Not Scheduled for This Year. Credits: 4*

This course demystifies college by focusing on three areas: 1) benefits of undergraduate research, 2) how to capitalize on the college experience, and 3) how to prepare for post-baccalaureate opportunities. Specifically, this course will teach students the elements of a research proposal by guiding them with original research. Moreover, students will learn strategies to thrive as undergraduates by exploring interests as means to finding their passion. In addition, this course will decipher the graduate/professional school application process. The overall goal of this course is to encourage and empower students to take their education and pre-professional experience into their own hands and equip them with the necessary tools to be successful.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**A. Soltero López***LATST-250YE Special Topics in Latina/o Studies: 'The Undocumented Latina/o Youth Experience: Struggles, Resiliency, and Futures'***Not Scheduled for This Year. Credits: 4*

This course provides an overview of the immigrant rights movement, emphasizing diverse undocumented Latina/o students throughout the K-20 pipeline. Readings and discussions will: address the socio-political construction of 'illegality'; critically examine the creation and implementation of pro- and anti-immigrant legislation, particularly policies that impact undocumented students; survey the challenges and resiliency of the undocumented youth movement as it pertains to education, social mobility, and health; and deconstruct the legislative, political, economic, and cultural factors that impact the undocumented community in the U.S.

*Crosslisted as: CST-249YE**Applies to requirement(s): Social Sciences; Multicultural Perspectives**A. Soltero López***LATST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***LATST-350 Special Topics in Latina/o Studies****LATST-350AC Special Topics in Latina/o Studies: 'Latina/o/x Studies in Action'***Spring. Credits: 4*

Latina/o/x Studies in Action explores university/college-community partnerships and civic engagement with/in Latina/o/x communities in the United States. Drawing from the field of Latina/o/x Studies, the course explores and interrogates "traditional" academic understandings of knowledge production, research, and service learning. Focusing on questions of power, inequality, and social change, this course will examine how university/college-community partnerships can be based on reciprocity, exchange, and the centering of community assets, needs, and voices.

*Crosslisted as: CST-349AC**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**V. Rosa*

**LATST-350FM Special Topics in Latina/o Studies: 'Latina Feminism(s)'**  
*Not Scheduled for This Year. Credits: 4*

What is Latina Feminism? How does it differ from and/or intersect with "other" feminisms? In this seminar, we will explore the relationship between Latina feminist theory, knowledge production, and social change in the United States. This interdisciplinary course explores Latina feminism in relation to methodology and epistemology through a historical lens. This will help us to better understand how Latina feminist approaches can inform our research questions, allow us to analyze women's experiences and women's history, and challenge patriarchy and gender inequality. We will explore topics related to knowledge production, philosophies of the "self," positionality, inequality, the body, reproductive justice, representation, and community. Our approach in this class will employ an intersectional approach to feminist theory that understands the interconnectedness between multiple forms of oppression, including race, class, sexuality, and ability. Central to seminar discussions and student learning is a substantial community-based learning requirement that will facilitate a deeper engagement and analysis of the relationship between the concepts we explore in the course. Our goal is to develop a robust understanding of how Latina feminist methodologies and epistemologies can be tools for social change.

*Crosslisted as: GNDST-333FM, CST-349FM*

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

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

*V. Rosa*

*Restrictions: This course is open to juniors and seniors*

**LATST-350MC Special Topics in Latina/o Studies: 'Latinas/os/x and Housing: Mi Casa Is Not Su Casa'**  
*Not Scheduled for This Year. Credits: 4*

Housing is closely tied to quality of life and the health of neighborhoods and communities. As a main goal of the "American Dream," homeownership has important significance on an individual and societal level. For immigrants, this goal is often out of reach as a result of racism and discriminatory housing policies. This interdisciplinary seminar explores Latinas/os/x relationship to housing and homeownership by examining: 1. the history of housing policy in the United States; 2. national identity, assimilation, and housing; and 3. discriminatory housing policies/programs and housing inequality. We explore topics including immigration, housing policy, public housing, segregation, gentrification, the suburbs, homelessness, eviction, affordability, and community building. Exploring this range of topics will help us develop a clearer understanding of why housing is one of the most pressing issues for Latinas/os/x today.

*Crosslisted as: CST-349MC, GNDST-333MC*

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

*Other Attribute(s): Speaking-Intensive*

*V. Rosa*

*Restrictions: This course is open to juniors and seniors*

**LATST-350RT Special Topics in Latina/o Studies: 'Critical Race Theory in Education'**  
*Not Scheduled for This Year. Credits: 4*

This course focuses on Critical Race Theory, its history and application in the field of Education. Through course readings and assignments, students will explore and discuss key issues such as race/racism, class/classism, gender/sexism among other "isms" and how they impact the teaching and learning experiences of students of color. This course is specifically designed to challenge students and make them think critically about their multiple identities, privileges and challenges as students and future leaders. The goal is gain a critical understanding of the connection between theory, research, and practice in order to better understand educational structures, processes, and discourses.

*Crosslisted as: CST-349RT*

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

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

*A. Soltero López*

*Notes: Students interested in careers within Education are highly encouraged to enroll.*

**LATST-350VN Special Topics in Latin American Studies: 'Visualizing Immigrant Narratives: Migration in Film'**  
*Not Scheduled for This Year. Credits: 4*

This course offers an interrogation of overt and embedded narratives of migrants and the migration process in popular and documentary film, paying specific attention to cinematic representations of non-citizen bodies confronting migration, deportation, labor, acculturation, and anti-immigrant hysteria. Film screenings and class discussions comprise the interpretative lens through which students will examine the aesthetic, cultural, economic, gendered, historical, political, racial and sexual dimensions of cultural texts. The course is supplemented with readings about immigration policies and histories.

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

*D. Hernández*

**LATST-360 Latina/o Immigration**

*Fall. Credits: 4*

The course provides an historical and topical overview of Latina/o migration to the United States. We will examine the economic, political, and social antecedents to Latin American migration, and the historical impact of the migration process in the U.S. Considering migration from Mexico, Central America, and the Caribbean, we will discuss the social construction of race, the gendered nature of migration, migrant labor struggles, Latin American-U.S. Latino relations, immigration policy, and border life and enforcement. Notions of citizenship, race, class, gender, and sexuality will be central to our understanding of the complexity at work in the migration process.

*Crosslisted as: GNDST-333UU, CST-349UU*

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

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

*D. Hernández*

*Notes: Community-based learning is optional in this class.*



**LATST-365 Disposable People: A History of Deportation***Not Scheduled for This Year. Credits: 4*

Taught in English, the course explores comparative racial and ethnic politics in the U.S. during the 20th century. We will analyze the creation and maintenance of structural inequalities through laws and policies targeted at persons of color in the areas of healthcare, transportation, immigration, labor, racial segregation, and education. Through readings, lectures and films, we will discuss critical histories of community struggle against social inequality, registering the central impact that race, class, gender, sexuality, and citizenship have had on efforts toward social justice. The course also offers an optional Community-Based Learning (CBL) component.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**D. Hernández***LATST-395 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.*

## Law, Public Policy, and Human Rights

### Overview and Contact Information

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.

## See Also

- Politics (p. 303)
- International Relations (p. 235)

### Contact Information

**Eleanor Townsley, Nexus director****Andrew Reiter, track chair**

217G Dwight Hall

413-538-3010

[https://www.mtholyoke.edu/acad/nexus/law\\_public\\_policy](https://www.mtholyoke.edu/acad/nexus/law_public_policy)

## Faculty

**This area of study is administered by the following Nexus track chair:**

Elif Babül, Associate Professor of Anthropology

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
Three courses above the 100 level chosen from the list of courses approved for this Nexus		12
One approved 300-level course from the list of courses approved for this Nexus		4
Completion of the UAF application stages 1 and 2 <sup>1</sup>		

A substantive internship		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
Total Credits		18

<sup>1</sup> Or a fifth class with approval of the track chair

### Additional Specifications

- Students electing this track are also strongly encouraged to take a course in statistics and/or quantitative analysis, such as ECON-220, PSYCH-201, SOCI-225, or STAT-140
- The sequence of a Nexus is part of what makes it unique. UAF application stages 1 and 2 must be completed before the internship or research project. COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

## Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus.

Students should consult the Nexus track chair for consideration

of courses not on the list.

Code	Title	Credits
<b>Africana Studies</b>		
AFCNA-208	Introduction to Twentieth-Century Critical Race Theory	4
AFCNA-341EM	Topics in Africana Studies: 'The Age of Emancipation'	4
<b>Anthropology</b>		
ANTHR-216HR	Special Topics in Anthropology: 'Anthropology and Human Rights: Between Devil's Advocate and Rights Advocacy'	4
ANTHR-245	Global Health and Humanitarianism	4
ANTHR-316LW	Special Topics in Anthropology: 'Ethnographies of Law'	4
<b>College(Interdeptmnt) Courses</b>		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
<b>Critical Social Thought</b>		
CST-249BE	Buddhist Ethics	4
<b>Economics</b>		
ECON-213	Economic Development: A Survey	4
ECON-220	Introduction to Econometrics	4
ECON-310	Seminar in Public Economics	4
ECON-320	Econometrics	4
ECON-345	Corporate Governance	4
<b>History</b>		
HIST-301EM	Colloquium: 'The Age of Emancipation'	4
<b>Philosophy</b>		
PHIL-225	Symbolic Logic	4
<b>Politics</b>		
POLIT-235	Constitutional Law: The Federal System	4
POLIT-236	Civil Liberties	4
POLIT-247	International Law and Organization	4
POLIT-327	Transitional Justice	4

POLIT-343	Law and Religion	4
POLIT-353	The Politics of Work	4
POLIT-366	International Migration	4
POLIT-367	Decision Making	4
POLIT-384	Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century	4
POLIT-385	International Security	4
<b>Psychology</b>		
PSYCH-201	Statistics	4
<b>Religion</b>		
RELIG-267	Buddhist Ethics	4
<b>Russian &amp; Eurasian Studies</b>		
RES-242	Oil and Water Don't Mix: Geopolitics, Energy, and the Environment	4
<b>Sociology</b>		
SOCI-225	Social Science Research and Data Analysis	4
SOCI-231	Criminology	4
SOCI-234	Social Problems	4
SOCI-350	Sociology of Punishment	4

## Logic

### Overview and Contact Information

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

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

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

### See Also

- Philosophy (p. 285)
- Mathematics (p. 258)

### Contact Information

Samuel Mitchell, Associate Professor of Philosophy

<https://www.fivecolleges.edu/logic>

## Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
Six courses from the list of approved Five College logic courses as published online or as approved by a Logic program campus advisor:		

<sup>1</sup>

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 <sup>2</sup>	
At least one course should expose students to the basic metatheory of first order logic, including incompleteness. Courses satisfying this requirement include PHIL-327 at Mount Holyoke, Philosophy 220 at Smith, Math-385 at Amherst, and Philosophy 513 or 514 at the University of Massachusetts.	
<b>Total Courses</b>	6

- <sup>1</sup> Regularly offered Logic courses at the Five Colleges ([https://www.fivecolleges.edu/logic/courses/regularly\\_offered\\_logic\\_courses](https://www.fivecolleges.edu/logic/courses/regularly_offered_logic_courses))
- <sup>2</sup> 500 or above at University of Massachusetts; 300 or above at Amherst, Hampshire, Mount Holyoke or Smith.

### Additional Specifications

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

## Mathematics

### Overview and Contact Information

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.

### See Also

- Bio-Mathematical Sciences (p. 88)
- Engineering (p. 150)
- Dual-Degree in Engineering (p. 10)

### Contact Information

Andrea Foulkes, Chair  
Lindsay Woloszyn, Academic Department Coordinator

415A Clapp Laboratory  
413-538-2162  
<https://www.mtholyoke.edu/acad/math>

## Faculty

**This area of study is administered by the Department of Mathematics and Statistics:**

Giuliana Davidoff, Robert L. Rooke Professor of Mathematics

Andrea Foulkes, Professor of Mathematics and Statistics

Janice Gifford, Professor of Statistics

Mark Peterson, Professor of Physics and Mathematics on the Alumnae Foundation

Margaret Robinson, Julia and Sarah Ann Adams Professor of Mathematics, Teaching Fall Only

Jessica Sidman, Professor of Mathematics on the John Stewart Kennedy Foundation

Dylan Shepardson, Associate Professor of Mathematics, On Leave 2018-2019

Timothy Chumley, Assistant Professor of Mathematics

Alanna Hoyer-Leitzel, Kennedy-Schelkunoff Assistant Professor of Mathematics

Evan Ray, Assistant Professor of Statistics

Peter Rosnick, Visiting Professor of Mathematics

Nathan Gray, Visiting Lecturer in Mathematics

Carrie Hosman, Visiting Lecturer in Statistics

Daniel Kelleher, Visiting Lecturer in Mathematics and Statistics

Jordan Tirrell, Visiting Lecturer in Mathematics and Statistics

Rebecca Tramel, Visiting Lecturer in Mathematics

Ashley Wheeler, Visiting Lecturer in Mathematics

## Requirements for the Major

A minimum of 36 credits

Code	Title	Credits
MATH-203	Calculus III	4
MATH-211	Linear Algebra	4
MATH-232	Discrete Mathematics	4
MATH-301	Real Analysis	4
MATH-311	Abstract Algebra: Groups and Rings	4
	or MATH-312G Abstract Algebra: 'Groups'	
	or MATH-312RT Abstract Algebra: 'Rings'	
4 additional credits in mathematics or statistics at the 300 level		4
12 additional credits in mathematics or statistics at the 200 level or above <sup>1,2</sup>		12
Total Credits		36

<sup>1</sup> We strongly encourage students to explore topics in applied mathematics and statistics and urge students to begin this before their junior year.

<sup>2</sup> With prior approval, a 300-level course that contains substantial mathematical or statistical content in another discipline may be used to fulfill at most 4 of these credits toward the major.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
At least one 200-level course in mathematics		4
At least one 300-level course in mathematics		4
Two additional courses in mathematics or statistics at the 200 level or above		8
Total Credits		16

## Additional Specifications

- Students planning a minor in mathematics should consult a member of the department.
- With departmental permission, students who have already completed one 100-level exploration course may elect to enroll in a second exploration course at the 200-level so that it may be counted toward the minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of mathematics can combine their course work in mathematics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of mathematics, please consult your advisor or the chair of the mathematics department. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is available in other sections of the catalog, or consult 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.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice

### Beginning the Study of Mathematics

There are many ways to begin the study of the mathematical sciences at Mount Holyoke College. Students can begin with precalculus, calculus, an introduction to statistics or data analysis, an "explorations" course, or computer science.

If your interests lie in science, economics, or social sciences, calculus is important because it is the language these disciplines use. Students who are planning to take Precalculus or Calculus I are required to complete a brief online self-assessment. The self-assessment is available to all entering students. It is designed so that a student can use it as a learning tool, taking it as many times as they wish. More information is on the department's website (<https://www.mtholyoke.edu/acad/math/assessments>).

### Toward the Study of Calculus

If the online self-assessment or your own mathematics background suggests, you should complete a year-long sequence of MATH-100, followed by MATH-101. The Precalculus course carries 4 credits but does not meet any distribution requirement. Distribution credit will be granted upon successful completion of MATH-101. 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 any of the following:

Code	Title	Credits
MATH-101	Calculus I	4
MATH-102	Calculus II	4
MATH-203	Calculus III	4

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 (MATH-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 MATH-101; an advanced placement AB score of 4 or 5 or a BC score of 3 indicates readiness for MATH-102; a grade of 4 or 5 on the BC examination indicates readiness for MATH-203.

### Other Beginnings

The “explorations” courses in areas like number theory and geometry (for example, MATH-114, MATH-120) offer another way to begin your study of mathematics. They emphasize mathematics as an art and as a way of seeing and understanding. The exploration courses do not presuppose demonstrated ability for or prior strong interest in mathematics. They intend to awaken interest by demonstrating either the remarkable pervasiveness of mathematics in nature and its power as a tool that transcends disciplines, or its qualities as an art that can fascinate and offer aesthetic pleasure to the participant. Any explorations course can serve as an entry to the further study of mathematics, and even to a minor or a major. Students who wish to go on may follow up with the Laboratory in Mathematical Experimentation (MATH-251) or Discrete Mathematics (MATH-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 (MATH-211), Discrete Mathematics (MATH-232), or the Laboratory in Mathematical Experimentation (MATH-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 (MATH-232) or the Laboratory in Mathematical Experimentation (MATH-251).

Finally, some students begin their study of mathematical sciences with statistics or computer science. For more information see the sections on statistics (p. 353) and computer science (p. 110) in this catalog.

## 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:

Code	Title	Credits
MATH-101	Calculus I	4
MATH-102	Calculus II	4
MATH-203	Calculus III	4
MATH-342	Probability	4
STAT-343	Mathematical Statistics	4
ECON-211	Macroeconomic Theory	4
ECON-212	Microeconomic Theory	4
ECON-215	Economics of Corporate Finance	4

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 (p. 10)).

### Graduate school

Students preparing for graduate school in mathematics or statistics often participate in an undergraduate research program in the summer after the junior year and continue with an honors thesis in the senior year. For students considering graduate work in mathematics, more than the minimum number of courses for the mathematics major is advisable.

## Course Offerings

### MATH-100 Precalculus

#### MATH-100QR Precalculus: 'Problem Solving and Quantitative Reasoning'

*Fall. Credits: 4*

This course is intended for students who, based on the results of their mathematics assessment and the agreement of the instructor, need to strengthen their quantitative and algebraic skills in order to be ready to progress to further mathematics, science, and economics courses. In this class students learn to translate real problems into mathematics, to solve complex multi-step problems, and to gain confidence in using logarithms, exponents, and trigonometry in different contexts.

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

*P. Rosnick*

*Instructor permission required.*

*Advisory: Permission of instructor. Send score from math online self-assessment and background information to Margaret Robinson, [robinson@mtholyoke.edu](mailto:robinson@mtholyoke.edu)*



**MATH-101 Calculus I**

*Fall and Spring. Credits: 4*

This course is for students who have not studied calculus and who have the necessary precalculus background. It presents rates of change and their applications, integrals, the fundamental theorem, and modeling of phenomena in the natural and social sciences. All students are required to complete the online self assessment of precalculus skills before the course begins.

*Applies to requirement(s): Math Sciences*

*T. Chumley, N. Gray, P. Rosnick, R. Tramel*

**MATH-102 Calculus II**

*Fall and Spring. Credits: 4*

Topics include techniques of integration, applications of integration, differential equations, sequences, series, and Taylor series.

*Applies to requirement(s): Math Sciences*

*M. Peterson, M. Robinson, P. Rosnick, A. Wheeler*

**MATH-114 Explorations in Number Theory**

*Spring. Credits: 4*

We will cover the arithmetic of whole numbers and of prime numbers, in particular, examining some of the earliest questions in mathematics from a modern perspective, finding whole number solutions to equations with several variables, deciding whether or not such solutions exist and if so, determining whether the solution set is finite or infinite. Topics include the theory of 'finite arithmetic,' converting questions about the infinite set of whole numbers to those involving just a small set of primes, using computers to examine problems numerically.

*Applies to requirement(s): Math Sciences*

*G. Davidoff*

*Advisory: A good grasp of arithmetic*

**MATH-120 Explorations in Geometry****MATH-158MM Developing Mathematical Ideas: Making Meaning for Operations**

*Not Scheduled for This Year. Credits: 2*

This course provides opportunities for participants to examine the actions and situations modeled by the four basic operations. The course will begin with a view of young children's counting strategies as they encounter word problems, moves to an examination of the four basic operations on whole numbers, and revisits the operations in the context of rational numbers.

*Crosslisted as: X.MATH-401*

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

*S. Bent*

*Instructor permission required.*

*Advisory: For teacher licensure students.*

*Notes: Half semester.*

**MATH-158ST Developing Mathematical Ideas: Building a System of Tens**

*Not Scheduled for This Year. Credits: 2*

Participants will explore the base-ten structure of the number system, consider how that structure is exploited in multi-digit computational procedures, and examine how basic concepts of whole numbers reappear when working with decimals. They will study the various ways children naturally tend to think about separating and combining numbers and what children must understand in order to work with numbers in these ways.

*Crosslisted as: X.MATH-400*

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

*S. Bent*

*Instructor permission required.*

*Advisory: For teacher licensure students only.*

*Notes: Half semester.*

**MATH-203 Calculus III**

*Fall and Spring. Credits: 4*

Topics include differential and integral calculus of functions of several variables.

*Applies to requirement(s): Math Sciences*

*N. Gray, M. Peterson, The department*

*Prereq: MATH-102 or its equivalent.*

**MATH-211 Linear Algebra**

*Fall and Spring. Credits: 4*

Topics include elements of the theory of matrices and vector spaces.

*Applies to requirement(s): Math Sciences*

*G. Davidoff, A. Hoyer-Leitzel, M. Robinson, R. Tramel*

*Prereq: MATH-102 or above.*

**MATH-232 Discrete Mathematics**

*Fall and Spring. Credits: 4*

Studies some aspects of discrete mathematics. Topics include sets, functions, elementary probability, induction proofs, and recurrence relations.

*Applies to requirement(s): Math Sciences*

*T. Chumley, J. Sidman, J. Tirrell, A. Wheeler*

*Prereq: MATH-102 or above or COMSC-101/151.*

**MATH-251 Mathematical Experimentation: An Introduction to Research in the Mathematical Sciences**

*Not Scheduled for This Year. Credits: 4*

A selection of projects with a goal of 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, applied mathematics, and statistics.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Writing-Intensive*

*The department*

*Prereq: MATH-102 or above.*

*Advisory: MATH-232 recommended*

**MATH-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

*Notes: The permission of The department is required for independent work to count towards the major or minor.*

**MATH-301 Real Analysis**

*Fall and Spring. Credits: 4*

Topics include the real number system, convergence of sequences and series, power series, uniform convergence, compactness and connectedness, continuity, abstract treatment of differential and integral calculus, metric spaces, and point-set topology.

*Applies to requirement(s): Math Sciences*

*G. Davidoff, J. Sidman*

*Prereq: MATH-102, MATH-211, and MATH-232.*

**MATH-302 Complex Analysis**

*Not Scheduled for This Year. Credits: 4*

Topics include differentiation and integration of functions of a complex variable, the Cauchy integral formula, residues, conformal mapping, and applications to physical science and number theory.

*Applies to requirement(s): Math Sciences*

*The department*

*Prereq: MATH-203 and MATH-301 or PHYS-205.*

*Notes: offered alternate years at Mount Holyoke and Smith Colleges*

**MATH-311 Abstract Algebra: Groups and Rings***Not Scheduled for This Year. Credits: 4*

Topics include algebraic structures: groups, rings (including some elementary number theory), fields, and vector spaces.

*Applies to requirement(s): Math Sciences*

*M. Robinson*

*Prereq: MATH-211 and MATH-232.*

*Advisory: Students who have taken MATH-312RT Rings or MATH-312GT Groups may only take MATH-311 Abstract Algebra: Groups and Rings with instructor permission*

**MATH-312 Abstract Algebra****MATH-312GT Abstract Algebra: 'Groups'***Spring. Credits: 4*

Abstract algebra is the study of the common principles that govern computations with seemingly disparate objects. One way to begin is by studying groups, which are sets with a single operation under which each non-identity element is invertible. Examples include the integers with addition, invertible matrices of size  $n$ , permutations of a fixed set, and the symmetries of an object. Our goal is to study a definition of groups that unifies all of the important examples above and more.

*Applies to requirement(s): Math Sciences*

*A. Wheeler*

*Prereq: MATH-211 and MATH-232.*

*Advisory: Students who have taken MATH-312GT Rings may only take MATH-311 Abstract Algebra: Groups and Rings with instructor permission.*

*Notes: This course will satisfy the MATH-311 requirement for the mathematics major.*

**MATH-312RT Abstract Algebra: 'Rings'***Fall. Credits: 4*

Abstract algebra is the study of the common principles that govern computations with seemingly disparate objects. One way to begin is by studying rings, which are sets with two operations, typically addition and multiplication. Examples include the integers, the integers modulo  $n$ , and polynomials in  $n$  variables. Our goal is to study a definition of rings that unifies all of the important examples above and more.

*Applies to requirement(s): Math Sciences*

*R. Tramel*

*Prereq: MATH-211 and MATH-232.*

*Advisory: Students who have taken MATH-312RT Rings may only take MATH-311 Abstract Algebra: Groups and Rings with instructor permission.*

*Notes: This course will satisfy the MATH-311 requirement for the mathematics major.*

**MATH-319 Topics in Algebra****MATH-319CT Topics in Algebra: 'Combinatorics'***Fall. Credits: 4*

This course is an investigation into the art of counting and combinatorial proof. Many mathematical formulas can be interpreted as counting some collection of objects with a particular structure. This allows us to apply simple counting arguments, and often we obtain beautiful and concrete proofs. Topics may include Fibonacci identities, Stirling numbers, inclusion-exclusion, continued fractions, and generating functions.

*Applies to requirement(s): Math Sciences*

*J. Tirrell*

*Prereq: MATH-232.*

**MATH-329 Topics in Geometry****MATH-329TP Topics in Geometry and Topology: 'Topology'***Spring. Credits: 4*

This course is an introduction to point-set topology, which is a fundamental language for much of modern mathematics. One of the goals of topology is to understand what it means for a function to be continuous, first in Euclidean space, and then to generalize the notion of continuity to other spaces. The core topics to be studied include: basic set theory, various interesting topologies, continuous functions, connectedness and compactness. Topics from algebraic topology will be covered if time permits.

*Applies to requirement(s): Math Sciences*

*N. Gray*

*Prereq: MATH-232 and any 300-level math class.*

**MATH-333 Differential Equations***Fall and Spring. Credits: 4*

This is an introduction to differential equations for students in the mathematical or other sciences. Topics include first-order equations, second-order linear equations, and qualitative study of dynamical systems

*Applies to requirement(s): Math Sciences*

*A. Hoyer-Leitzel, The department*

*Prereq: MATH-211.*

**MATH-339 Topics in Applied Mathematics****MATH-339SP Topics in Applied Mathematics: 'Stochastic Processes'***Spring. Credits: 4*

A stochastic process is a collection of random variables. For example, the daily prices of a particular stock are a stochastic process. Topics of this course will include Markov chains, queueing theory, the Poisson process, and Brownian motion. In addition to theory, the course will investigate applications of stochastic processes, including models of call centers and models of stock prices. Simulations of stochastic processes will also be used to compare with the theory.

*Crosslisted as: STAT-344SP*

*Applies to requirement(s): Math Sciences*

*T. Chumley*

*Prereq: MATH-211 and MATH-342.*

**MATH-342 Probability***Fall and Spring. Credits: 4*

This course develops the ideas of probability simultaneously from experimental and theoretical perspectives. The laboratory provides a range of experiences that enhance and sharpen the theoretical approach and, moreover, allows us to observe regularities in complex phenomena and to conjecture theorems. Topics include: introductory experiments; axiomatic probability; random variables, expectation, and variance; discrete distributions; continuous distributions; stochastic processes; functions of random variables; estimation and hypothesis testing.

*Applies to requirement(s): Math Sciences*

*T. Chumley, D. Kelleher, The department*

*Prereq: MATH-203.*

**MATH-395 Independent Study***Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

*Notes: The permission of The department is required for independent work to count towards the major or minor.*

# Middle Eastern Studies

## Overview and Contact Information

One of four interdisciplinary majors within the Asian Studies program, the major in Middle Eastern studies allows students to specialize in the history, languages, cultures, and politics of the Middle East. The Five College Certificate in Middle Eastern Studies allows students to complement any disciplinary major with multidisciplinary studies and linguistic attainments.

Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of this region.

Language study is the core component of the major. Our students are expected to incorporate the humanities and the social sciences fully into their studies with classes at Mount Holyoke and the other colleges in the Five College Consortium.

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

Most of our students spend a semester or a summer in study abroad programs. Students may participate in one of the many Mount Holyoke College-approved Middle Eastern study abroad programs.

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

## See Also

- Arabic Minor (p. 60)
- Asian Studies (p. 75)

## Contact Information

**Ying Wang, Chair**

**Denise Falk, Academic Department Coordinator**

112 Ciruti Center  
413-538-2885  
<https://www.mtholyoke.edu/acad/asian>

## Faculty

**This area of study is administered by the Asian Studies Committee:**

Satyananda Gabriel, Professor of Economics

Rie Hachiyanagi, Professor of Art

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics, Teaching Spring Only

Kavita Khory, Ruth Lawson Professor of Politics, Teaching Fall Only

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology

Ajay Sinha, Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Calvin Chen, Associate Professor of Politics

Amina Steinfelds, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Assistant Professor of History

Lisha Xu, Senior Lecturer in Asian Studies

Lei Yan, Senior Lecturer in Chinese

Heba Arafah, Five College Lecturer in Arabic

Kyae-Sung Park, Five College Lecturer in Korean

Richard Chu, Five College Associate Professor of History

Mohamed Hassan, Five College Senior Lecturer in Arabic

May George, Five College Lecturer in Middle East Studies

Nahla Khalil, Five College Lecturer in Arabic

Suk Massey, Five College Lecturer in Korean

Chan Young Park, Five College Lecturer in Korean

John Weinert, Five College Lecturer in Arabic

Chihiro Hanami, Visiting Instructor in Japanese

**The Five College certificate in Middle Eastern Studies is administered by the Five College Committee for Middle Eastern Studies, which includes the program advisors from Mount Holyoke:**

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics, Teaching Spring Only

Amina Steinfelds, Associate Professor of Religion, On Leave 2018-2019

Heba Arafah, Five College Lecturer in Arabic

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
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 <sup>1</sup>		16
Two introductory courses (8 credits) providing an overview of Middle Eastern history:		8
One course (4 credits) must be in the premodern period (pre-1500 CE). The following course(s) fulfill the premodern history requirement:		
RELIG-102	Introduction to Islam	
One course (4 credits) must be in the modern period (1500–present). The following courses may be used for the modern history requirement:		
HIST-111	The Making of the Modern Middle East	
POLIT-216	Middle East Politics	
Four elective courses (16 credits):		16

Two (8 credits) must be from Group One: Humanities (language, literature, the arts, history, philosophy, and religion and interdisciplinary courses in these areas) <sup>2</sup>

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. At least one of the 300-level courses must be a non-language course. <sup>3</sup>

Total Credits	40
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<sup>1</sup> 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.

<sup>2</sup> In order to count toward the major, studio art or performance courses must be supplemented with analytical written work.

<sup>3</sup> 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.

Additional Specifications

- 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.
- A maximum of 16 lower-level language credits and a total of 24 language credits can be counted toward the major.
- Students who declare a Middle Eastern studies major automatically fulfill the College’s “outside the major” requirement.

Requirements for the Certificate

Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic, and prospective professional needs in conjunction with a Middle Eastern Studies advisor from Mount Holyoke. Students are encouraged to declare intentions and begin work with an advisor during the sophomore year.

A minimum of seven courses:

Code	Title	Credits
Knowledge equivalent to at least two years of college-level study of a Middle Eastern language, such as Arabic, Hebrew, Turkish, Persian, and Armenian <sup>1</sup>		
Two introductory courses providing an overview of Middle Eastern history:		2
One course must be in the pre-modern period (600-1500 CE)		
One course must be in the modern period (1500-present)		
Five courses from the following groups, including at least one course in each of the following three groups:		5
Group one: Religion and Philosophy		
Group two: Literature, Art, and Language study beyond what is required to satisfy the language requirement above		

Group three: History and Social Sciences	
Total Courses	7

<sup>1</sup> Classes in Arabic and Modern Hebrew are currently taught in the Five Colleges. Additional courses in Arabic and in other languages are offered through the Five College Mentored Language Program. This requirement may be fulfilled through course completion or by examination.

Additional Specifications

- Students are also encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student’s advisor.
- Courses offered at the Five Colleges in the upcoming semester that qualify for the Certificate are listed on the certificate’s website (<https://www.fivecolleges.edu/logic/courses>), as is the application (<https://www.fivecolleges.edu/middleeast/certificate>) students must submit when all requirements have been completed. Courses not listed, whether taken at one of the Five Colleges or elsewhere, must be approved by the committee on the recommendation of the campus advisor.
- Students must receive a grade of B or better in every course counted toward the certificate.
- Contact information: Sohail Hashmi, Professor of International Relations; Amina Steinfelds, Associate Professor of Religion; <https://www.fivecolleges.edu/middleeast/certificate/>.

Most Middle Eastern studies courses at Mount Holyoke are listed below, but students should also consult the catalogue entries or websites of other departments, including art history, history, international relations, politics, and religion.

Middle Eastern Studies majors should also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College Class Schedule (<https://www.fivecolleges.edu/academics/courses>) or individual college websites).

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

Courses Counting toward the Major in Middle Eastern Studies

Code	Title	Credits
Anthropology		
ANTHR-316ME	Special Topics in Anthropology: ‘Anthropology of the Political in the Contemporary Middle East’	4
Art History		
ARTH-271	Arts of Islam: Book, Mosque, and Palace	4
Asian Studies		
ASIAN-130	First Year Arabic I	4
ASIAN-131	First Year Arabic II	4
ASIAN-232	Second Year Arabic I	4
ASIAN-233	Second Year Arabic II	4
ASIAN-339	The Medieval Mirror: Freedom, Gender and Resistance in Contemporary Arabic Literature	4

Critical Social Thought



CST-349MR	Advanced Topics: 'The Medieval Mirror: Freedom, Gender and Resistance in Contemporary Arabic Literature'	4
<b>Gender Studies</b>		
GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4
<b>History</b>		
HIST-111	The Making of the Modern Middle East	4
<b>Jewish Studies</b>		
JWST-150	Introduction to Modern Hebrew	4
<b>Politics</b>		
POLIT-216	Middle East Politics	4
POLIT-224	The United States and Iran	4
POLIT-226	The United States, Israel, and the Arabs	4
POLIT-333	Just War and Jihad: Comparative Ethics of War and Peace	4
POLIT-341	Political Islam	4
POLIT-342	Islamic Political Thought	4
<b>Religion</b>		
RELIG-102	Introduction to Islam	4
RELIG-201	Reading the Qur'an	4
RELIG-207	Women and Gender in Islam	4
RELIG-311	Sufism: The Mystic Path in Islam	4
RELIG-343	The Sabbath	4

## Courses Counting toward the Five College Certificate in Middle Eastern Studies

A list of currently offered courses approved towards the Five College certificate is maintained on the certificate's website (<https://www.fivecolleges.edu/middleeast/courses>).

## Museums, Archives, and Public History

### Overview and Contact Information

The Nexus in Museums, Archives, and Public History allows students to explore careers which draw specifically on capacities developed in the study of the humanities. These fields require multiple literacies: professionals must be fluent in understanding, analyzing, and communicating about visual artifacts, material culture/objects, historical landscapes, and digital sources. Additionally, students will take four credits of pre- and post-internship courses that facilitate thoughtful engagement with the internship opportunity. While the Nexus certificate requires one internship, a concentration in museums, archives, and public history depends upon internships as a component of professional training, so students undertaking the Nexus should explore a succession of internships at Mount Holyoke and elsewhere in a way that will allow them to develop a significant set of skills.

### Contact Information

Eleanor Townsley, Nexus director

Bettina Bergman, track chair

Lan Wu, track chair

217G Dwight Hall  
413-538-3010

<https://www.mtholyoke.edu/acad/nexus/public-history-archives-and-museums>

## Faculty

**This area of study is administered by the following Nexus track chairs:**

Bettina Bergmann, Helene Phillips Herzig '49 Professor of Art History, Teaching Fall Only

Lan Wu, Assistant Professor of History

## Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
Three courses above the 100 level chosen from the list of courses approved for this Nexus		12
Completion of the UAF application stages 1 and 2 <sup>1</sup>		
A substantive internship		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
One approved 300-level course from the list of courses approved for this Nexus		4
Total Credits		18

<sup>1</sup> Or a fifth class with approval of the track chair

### Additional Specifications

- The sequence of a Nexus is important and part of what makes it unique.
- The three courses preceding an internship should be chosen to help students develop relevant skills and/or to provide a context for the work they want to do.
- UAF application stages 1 and 2 must be completed before the internship or research project.
- COLL-211 is taken after the internship or research project and culminates in the presentation at LEAP Symposium.
- The 300-level course following the internship will allow Nexus students to complete a portfolio or project which demonstrates their curatorial abilities.

## Courses Counting toward the Nexus

This is a list of courses with a concentration on collections or archives. Depending upon students' individual interests, they can select other courses than those listed below in consultation with the Nexus track chair.

Code	Title	Credits
<b>Africana Studies</b>		
AFCNA-339	The Visual Culture of Protest	4
<b>Anthropology</b>		
ANTHR-216AF	Special Topics in Anthropology: 'Archaeology of Food'	4

ANTHR-316MU	Special Topics in Anthropology: 'Anthropology in/ of Museums'	4	GNDST-333GS	Advanced Seminar: 'Gender and Sexual Minority Health'	4
<b>Art History</b>			GNDST-333SS	Advanced Seminar: 'Gender and Class in the Victorian Novel'	4
ARTH-242	History of Photography: The First Hundred Years	4	<b>History</b>		
ARTH-271	Arts of Islam: Book, Mosque, and Palace	4	HIST-252	History of Money and Finance	4
ARTH-290MU	Issues in Art History: 'Museumized The History, Ethics, and Workings of Art Museums'	4	HIST-283MC	Topics in the Recent History of the United States: 'We Didn't Start the Fire: The United States Since WW II'	4
ARTH-300CR	Seminar: 'Critical Approaches to Art Historical Study'	4	<b>International Relations</b>		
ARTH-301TC	Topics in Art History: 'Technologies of Architectural Design'	4	IR-348	The Art of Seeing Things	4
ARTH-310CA	Seminar in Ancient Art: 'Collecting Global Antiquity'	4	<b>Italian</b>		
<b>Computer Science</b>			ITAL-221CT	Introduction to Italian Culture and Literature I: 'Cities in the Italian Renaissance'	4
COMSC-151HC	Introduction to Computational Problem Solving: 'Humanities Computing'	4	<b>Philosophy</b>		
<b>Critical Social Thought</b>			PHIL-350WU	Topics in Philosophy: 'Women and Utopias'	4
CST-249MD	Topics in Critical Social Thought: 'Introduction to Media Studies'	4	<b>Politics</b>		
<b>English</b>			POLIT-233	Introduction to Feminist Theory	4
ENGL-339	The Visual Culture of Protest	4	POLIT-255PA	Gender and Power in Global Contexts: 'The Politics of Abortion in the Americas'	4
ENGL-362	The Bloomsbury Group	4			
<b>Film Studies</b>					
FLMST-201	Introduction to Film	4			
FLMST-220MD	Special Topics in Film Studies: 'Introduction to Media Studies'	4			
<b>First-Year Seminars</b>					
FYSEM-110BK	Books Within Books	4			
FYSEM-110CY	Cyberpunks in the Digital Age	4			
FYSEM-110EM	Emily Dickinson at Mount Holyoke	4			
FYSEM-110FA	Fashion, Style and Design	4			
FYSEM-110FD	Italian Food Culture Between Tradition and Modern Business	4			
FYSEM-110FR	The Meaning of Friendship	4			
FYSEM-110GP	Gender and Power in the History of Mount Holyoke College	4			
FYSEM-110LG	Slang: Community/Power/Language	4			
FYSEM-110MW	Mapping the World, the Mind, the Self	4			
FYSEM-110MY	Classical Myth in Western Art	4			
FYSEM-110PC	Op-ed: Writing on Politics, Culture, and the Arts	4			
FYSEM-110PQ	Politics of Inequality: Social Movements in the U.S.	4			
FYSEM-110PS	Self-Portraiture	4			
FYSEM-110PY	Anthropology of Play	4			
FYSEM-110UW	American Women's Fiction, 1900 to Now	4			
FYSEM-110WT	Writing About Pictures	4			
<b>Geology</b>					
GEOL-201	Rocks and Minerals	4			
<b>Gender Studies</b>					
GNDST-204CP	Women and Gender in the Study of Culture: 'Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics'	4			
GNDST-241HP	Women and Gender in Science: 'Feminist Health Politics'	4			

## Music

### Overview and Contact Information

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 creative, intellectual, and critical abilities.

The department offers a major and a minor in music. Students interested in studying music from a multi-disciplinary perspective to build bridges across departmental boundaries in a rigorous and structured manner may be interested in completing the Five College certificate in ethnomusicology (p. 178). The certificate may be completed as a complement to any major or minor, even in overlapping fields.

### See Also

- Ethnomusicology (p. 178)

### Contact Information

**David Sanford, Chair**

**Carol Wroblewski, Academic Department Coordinator**

208 Pratt Hall

413-538-2306

<https://www.mtholyoke.edu/acad/music>

## Faculty

**This area of study is administered by the Department of Music:**

Adrienne Greenbaum, Professor of Music

Olabode Omojola, Five College Professor of Music

David Sanford, Elizabeth T. Kennan Professor of Music

Larry Schipull, Professor of Music

Tian Hui Ng, Orchestra Director; Associate Professor of Music, On Leave 2018-2019

Thomas Ciufu, Assistant Professor of Music

Adeline Mueller, Assistant Professor of Music, Teaching Spring Only

Robert Eisenstein, Director, Five College Early Music Program; Five College Senior Lecturer in Music

Stephanie Council, Director of Choral Ensembles and Lecturer in Music

Cheryl Cobb, Visiting Lecturer in Music

Netta Hadari, Interim Director of Orchestral Studies and Visiting Lecturer in Music

Faith Conant, Visiting Instructor in Music; Director of the Five College West African Music Ensemble

Mark Gionfriddo, Director of Jazz Ensembles, Coordinator of Piano Instruction, Instructor of Music

Performance Instructors: Alterman, Bell, Berlin, Brignolo, Conant, de Fremery, Dennis, Eldredge, Fizznoggia, Gilwood, Hale, Jeffries, Klement, Knierem, Lach, Levine, Lovell, Meyers, Pash, Patrick, Pemrick, Picchi, Robbins, Ruby, Samuels

## Requirements for the Major

The music major is designed for students with a wide range of interests, backgrounds, and career goals. It is intended to provide a broad and varied acquaintance with theory, historical and cultural contexts, and literature of music as well as to develop skills in performance, analysis, and synthesis. The integration of creating, performing, and thinking about music fosters musical awareness and critical perception.

In order to declare a major, students must have already completed one four-credit course in the department.

A minimum of 40 credits:

Code	Title	Credits
<b>Classroom Courses:</b>		
As a prerequisite for MUSIC-231:		
MUSIC-100	Rudiments of Music	
	or MUSIC-13 Basic Musicianship	
MUSIC-231	Theory I	4
Two of the following three music history courses:		8
MUSIC-281	History of Western Music I: Music to 1700	
MUSIC-282	History of Western Music II: Music from 1700 to 1900	
MUSIC-283	History of Western Music Since 1900	
One ethnomusicology course		4
One music technology course		4
One additional music elective at any level		4
Two additional music electives at the 300 level		8
<b>Performance Requirements:</b>		8
At least 4 credits of individual performance study		
At least 2 credits of ensembles		

2 additional credits in either individual performance study or ensembles

Total Credits

40

## Additional Specifications

- The electives, as well as additional courses above the 40 credits required, will be chosen carefully in consultation with the student's advisor and will be customized to meet the individual student's particular interests and goals.
- One of the 300-level music courses must be writing-intensive.
- 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 using a keyboard to assist in learning and demonstrating basic concepts.
- Independent study (MUSIC-295, MUSIC-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 the 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 any Special Major with a Music Component

Code	Title	Credits
MUSIC-231	Theory I	4
Two of the following three courses:		8
MUSIC-281	History of Western Music I: Music to 1700	
MUSIC-282	History of Western Music II: Music from 1700 to 1900	
MUSIC-283	History of Western Music III: Music Since 1900	
One music elective at any level		4
Two music electives at the 300 level		8
Total Credits		24

## Additional Specifications

- Approval of the department chair is required for initial declaration of the special major with a music component. Students are required to have a music department faculty member among their advisors.

## Requirements for the Minor

In order to declare a minor, students must have already completed one four-credit course in the department.

A minimum of 20 credits:

Code	Title	Credits
As a prerequisite for MUSIC-231:		
MUSIC-100	Rudiments of Music	
	or MUSIC-13 Basic Musicianship	
MUSIC-231	Theory I	4
One of the following three Music History courses:		4
MUSIC-281	History of Western Music I: Music to 1700	

MUSIC-282	History of Western Music II: Music from 1700 to 1900	
MUSIC-283	History of Western Music III: Music Since 1900	
4 additional credits in music at any level		4
4 additional credits in music at the 200 or 300 level		4
One music elective at the 300 level		4
Total Credits		20

## Additional Specifications

- 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.
- Independent study (MUSIC-295, MUSIC-395) is encouraged but does not count toward the minor.

## 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. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is available in other sections of the catalog, or consult 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 music department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice

### First-Year Students

Introductory classes in fundamentals, music history and literature, and composition are offered for students with little or no experience; those with more experience may be able to exempt prerequisites and enter directly into the music theory or music history course sequence.

First-year students interested in a music major or minor should take or exempt MUSIC-100 or MUSIC-131 to allow enrollment in MUSIC-231 in the spring semester of their first year. First-year students may also take MUSIC-102; individual performance study through the appropriate section of MUSIC-151; Ensembles; MUSIC-226, MUSIC-229, or a first-year seminar taught by Music faculty. Spring entrants should exempt MUSIC-100 when they arrive on campus, so that they may enroll in MUSIC-231.

### Music Exemption Exams

Students who demonstrate a thorough knowledge of the rudiments of music will be exempted from the MUSIC-100 prerequisite for certain courses and from the MUSIC-100 requirement associated with individual

performance studies (please see below). For information on exemption from other courses, please contact the department.

## Course Offerings

### 100-level Courses

#### MUSIC-100 Rudiments of Music

*Fall and Spring. Credits: 2*

In this half-semester course students will become familiar with the elements of music notation (staves, clefs, pitch names, note and rest values) and with some of the basic skills necessary for college-level music instruction (e.g., construction and identification of scales, intervals, triads, and basic diatonic functions).

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

*D. Sanford, L. Schipull*

*Notes: Meets for only the first half of the semester.*

#### MUSIC-102 Music and Technology

*Fall and Spring. Credits: 4*

It is now possible to record, manipulate, and compose music with a variety of powerful and flexible tools using the personal computer. Through reading, discussion, demonstration, listening sessions, technical tutorials and hands-on projects, we will explore the techniques, practices and aesthetics surrounding creative applications of current and emerging music technologies, including sound recording and editing, mixing, synthesis and music sequencing.

*Applies to requirement(s): Humanities*

*T. Ciufo, The department*

*Advisory: Basic computer literacy (such as comfort with user interface navigation, file management, and editing commands) is required.*

#### MUSIC-131 Basic Musicianship

*Fall and Spring. Credits: 4*

Explores the ways in which sound is organized into musical structures. Topics include the physical properties of sound; the basic vocabulary of Western music (scales, key signatures, intervals, triads, rhythm, meter); and an introduction to musical form and analysis. Includes extensive practice in music reading, sight singing, ear training, and critical listening.

*Applies to requirement(s): Humanities*

*D. Sanford, L. Schipull*

*Coreq: MUSIC-131L.*



**MUSIC-171 Topics in Music****MUSIC-171RM Race in the American Musical***Spring. Credits: 4*

The history of musical theater in the United States is bound up with race on multiple levels: from the problematic legacies of vaudeville and minstrelsy, to erasure, whitewashing, and nontraditional casting, to issues of genre and identity in pop, rock, and hip hop musicals. In this course, we will survey selected musical works in the history of musical theater from the perspective of race, moving from *Hamilton* to *Show Boat*, *Porgy and Bess*, *South Pacific*, *West Side Story*, and *Rent*, and others. Our guiding question will be: what is *musical* about race in the musical? How does the spectacle of the singing body, the longevity of the catchy show tune, and new modes of consumption and fandom via the web and social media affect the way Broadway's creators and audiences negotiate power, inequality, and representation?

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**A. Mueller*

*Notes: The course will include student-moderated QAs with faculty in related disciplines, a field trip to Hartford to attend the 20th-anniversary touring production of Rent, and will culminate in a student-led symposium and digital exhibition.*

**200-Level Courses****MUSIC-203 Acoustic Ecology and Sonic Art***Not Scheduled for This Year. Credits: 4*

The field of acoustic ecology is particularly concerned with how we create, interpret and interact with the sounds around us and how imbalances in the soundscape may affect human health and the natural world. Through reading, discussion, listening sessions, independent research, and hands-on projects, we will examine the broad interdisciplinary fields of acoustic ecology and sonic art. We will engage historical, conceptual, and aesthetic aspects of sound as a cultural, environmental, and artistic medium, with an emphasis on listening, psychoacoustics, soundscape studies, field recording and soundscape composition. We will question predominate ideas regarding the relationships between location, environment, sound, silence, music, and noise, and test these ideas through individual and group research as well as hands-on sonic art projects.

*Applies to requirement(s): Humanities**T. Ciufu**Instructor permission required.***MUSIC-215 Intermediate Composition***Spring. Credits: 4*

Students will explore a number of musical styles and approaches in the process of creating their own extended works, with the possibility of performances at the end of the semester.

*Applies to requirement(s): Humanities**D. Sanford**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-220 Music and Film***Fall. Credits: 4*

This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of pre-existing music in films of Kubrick and Tarantino.

*Crosslisted as: FLMST-220MU**Applies to requirement(s): Humanities**D. Sanford**Prereq: MUSIC-100, MUSIC-102, MUSIC-103 or MUSIC-131, or one Film Studies course.***MUSIC-226 World Music***Fall. Credits: 4*

This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, Indian, the Caribbean, and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions. Students are expected to undertake a final project in music ethnography.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**B. Omojola***MUSIC-228 African Opera in Theory and Practice***Not Scheduled for This Year. Credits: 4*

In this course, African opera will provide the framework for exploring salient features of African music. The course will begin by examining a wide range of performance elements, including ensemble practice, the role of dance, and musical storytelling. The second part will feature practical sessions culminating in a public performance of an African opera. Students will work with visiting and local musicians and choreographer. The practical sessions will afford students an opportunity to reflect on the theoretical issues examined earlier on in the semester, and gain practical knowledge of the African operatic tradition.

*Applies to requirement(s): Humanities; Multicultural Perspectives**B. Omojola***MUSIC-229 African Popular Music***Spring. Credits: 4*

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 Afro-beat 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. Students' final projects for this class could be in form of live performances or paper presentations focusing on any genre or aspect of African popular music.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**B. Omojola*

**MUSIC-231 Theory I***Spring. Credits: 4*

Studies diatonic harmony (part-writing, inversions, harmonization, figured bass and non-harmonic tones), continues with seventh chords, and begins the exploration of chromaticism. Includes analysis, ear-training, solfege, and keyboard harmony.

*Applies to requirement(s): Humanities**L. Schipull**Prereq: MUSIC-100 or MUSIC-131. Coreq: MUSIC-231L.***MUSIC-232 Theory II***Fall. Credits: 4*

This course continues the study of harmonic practices in the 18th and 19th centuries, including modulation, chromatically altered chords, and an introduction to selected 20th- and 21st century techniques. Includes part-writing, analysis, ear training, solfege, and keyboard harmony.

*Applies to requirement(s): Humanities**L. Schipull**Prereq: MUSIC-231. Coreq: MUSIC-232L.***MUSIC-242 Conducting I***Spring. Credits: 4*

Fundamentals of conducting: gestures, rehearsal techniques, study of representative short scores, and practice leading primarily choral ensembles. Videotaping, class recital.

*Applies to requirement(s): Meets No Distribution Requirement**S. Council**Prereq: MUSIC-231.**Advisory: Ensemble experience***MUSIC-269 Projects in Sound and Media Arts***Not Scheduled for This Year. Credits: 4*

This innovative arts and technology course will explore emerging creative practices that transcend any single medium or discipline. Class meetings will combine seminar-style discussions, hands-on lab sessions, brainstorming and project development, and critique sessions for feedback on student projects. Guest artists' visits will enhance students' exposure to sound and media arts practitioners. While sound will be a primary focus of the course, students will design and realize projects that might also include still or moving images, text, spoken word, graphics, computational elements, interactivity, performance, etc. At least one project will be collaborative and involve multiple mediums.

*Applies to requirement(s): Humanities**T. Ciuffo**Instructor permission required.**Advisory: Previous experience in any arts and technology area and consent of instructor.**Notes: Repeatable for credit.***MUSIC-281 History of Western Music I: Music to 1700***Fall. Credits: 4*

The first in a three-semester survey of Western music history, Music 281 examines the cultures of art music in Europe and Americas to 1700, focusing on evolution of style and the changing roles of composers, performers, patrons, and audience.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**R. Eisenstein**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-282 History of Western Music II: Music from 1700 to 1900***Spring. Credits: 4*

The second in a three-semester survey of Western music history, Music 282 examines the cultures of art music in Europe and the Americas from 1700-1900, focusing on the evolution of styles and genres and the changing roles of composers, performers, and audiences.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Mueller**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-283 History of Western Music III: Music Since 1900***Not Scheduled for This Year. Credits: 4*

The third in a three-semester survey of Western music history, Music 283 examines the cultures of art music in Europe and the Americas from 1900 to the present day, focusing on the evolution of styles and genres and the changing roles of composers, performers, and audiences.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Mueller**Prereq: MUSIC-100 or MUSIC-131.***300-Level Courses****MUSIC-315 Advanced Composition***Spring. Credits: 4*

Students will explore a number of musical styles and approaches in the process of creating their own extended works, with the possibility of performances at the end of the semester.

*Applies to requirement(s): Humanities**D. Sanford**Prereq: MUSIC-215 and MUSIC-231.**Notes: Repeatable for credit.***MUSIC-321 Advanced Interdisciplinary Topics****MUSIC-321AM Advanced Interdisciplinary Topics: 'Art, Music and the Brain'***Not Scheduled for This Year. Credits: 4*

Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of visual and auditory stimuli, ask how this processing may affect the way we do art and music, and explore where these phenomena may occur in the brain.

As we engage in discussion and hands-on activities, we will discover the commonalities between the arts and the sciences including practice, experimentation, exploration, innovation, and creativity.

*Crosslisted as: PSYCH-349AM**Applies to requirement(s): Social Sciences**M. Breen**Restrictions: This course is limited to seniors.**Instructor permission required.**Prereq: At least 8 credits at the 200 level in Psychology, Neuroscience and Behavior, Art History, or Music.*

**MUSIC-334 Music Analysis***Not Scheduled for This Year. Credits: 4*

The course begins with an overview of the ways music analysis informs, and is informed by, other disciplines of musical inquiry: history, criticism, etc. The course culminates in an application of various analytic approaches to a small group of related works within the Western art music tradition. This year the topic will be Mozart's operas, and we will study works that exemplify Mozart's three main operatic genres: opera seria (Idomeneo), opera buffa (*The Marriage of Figaro*), and Singspiel (*The Magic Flute*).

*Applies to requirement(s): Humanities**A. Mueller**Prereq: MUSIC-231.***MUSIC-341 Conducting II***Not Scheduled for This Year. Credits: 4*

Conducting II builds on fundamentals of conducting from Music 242. The course will include gestural vocabulary, moving fluently between choral and instrumental conducting, introduction to keyboard realization of scores, relationship between interpretation and conducting, and rehearsal preparation. The conducting class forms the core of the ensemble for the class.

*Applies to requirement(s): Humanities**The department**Prereq: MUSIC-242.***MUSIC-371 Topics in Music**

This seminar is designed to increase familiarity with and facility in the use of primary materials for musicological/ethnomusicological and/or theoretical research, as well as in the critical evaluation of published scholarship. Engagement with a shared topic at the outset of the semester provides the context from which each student fashions an independent project. Oral presentations and active discussion are integral to the course.

**MUSIC-371CH Topics in Music: 'Music and Childhood in the Western Tradition'***Not Scheduled for This Year. Credits: 4*

This course examines significant moments in the history of children as creators, performers, consumers, and subjects of music in the Western tradition. From Mozart to Michael Jackson, medieval psalmody to Debussy's Children's Corner and beyond, we will survey the enlisting of children, childhood, and the childlike across a range of musical genres and pedagogical, aesthetic, and cultural-political agendas. For their final project, students may work with a historical artifact of children's musical culture, or research a local children's music program or ensemble.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Mueller**Prereq: MUSIC-231, and MUSIC-281, MUSIC-282, or MUSIC-283.***MUSIC-371EM Topics in Music: 'Electronic and Experimental Music'***Fall. Credits: 4*

This course examines significant moments of disruption found at the intersection of particular technologies and emergent musical practices. We will explore a range of electronic and experimental music approaches, read case studies and other influential texts, as well as engaging the sonic outcomes and aesthetic / philosophical implications of these developments. We will further explore and test the potential promise, hype and challenges posed by these emergent music practices through hands-on labs and creative projects.

*Applies to requirement(s): Humanities**T. Ciuffo**Prereq: MUSIC-231, and MUSIC-281, MUSIC-282, or MUSIC-283.***MUSIC-371SH Topics in Music: 'Shakespeare and Music to 1800'***Not Scheduled for This Year. Credits: 4*

This seminar develops skills in the use of primary materials for musicological, ethnomusicological, and/or theoretical research; in critical engagement with published scholarship; and in the communication of original research to a wider community. Collaborative inquiry on a specific interdisciplinary topic provides the context from which each student fashions a substantial independent project, often with a practical or public component. This year, the topic is musical settings and adaptations of Shakespeare from 1590-1800. Students will collectively research, program, rehearse, and perform an evening-length program of music from Shakespeare's *Tempest*.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Mueller**Prereq: MUSIC-231, and MUSIC-281, MUSIC-282, or MUSIC-283.*

*Notes: Students who wish only to participate as dancers, actors, singers, or musicians may register for a single unit of ensemble credit: See Music 147A Collegium.*

**MUSIC-374 Advanced Seminar in Ethnomusicology***Not Scheduled for This Year. Credits: 4*

Designed for music and non-music majors, this advanced seminar examines core theoretical and methodological issues in ethnomusicology and the debates that have shaped its practice since its origins in the early twentieth century as comparative musicology. Drawing on musical traditions from different parts of the world and supplemented by workshops conducted by visiting professional musicians, the course explores the interdisciplinary approaches that inform how ethnomusicologists study the significance of music "in" and "as" culture. Topics covered will include ethnographic methods, the intersection of musicological and anthropological perspectives, the political significance of musical hybridity, applied ethnomusicology, and sound studies.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**B. Omojola**Restrictions: Course limited to sophomores, juniors and seniors***Performance Studies**

Official registration for all performance courses may only be done 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 or MUSIC-131; fourth-year students, with order of placement determined by extent of experience and quality of performance. Senior beginners must enroll concurrently in MUSIC-100 or MUSIC-131.

Applied music fees, grants-in-aid, and fee exemptions are described in the Tuition and Fees chapter. No refund of fee after tenth academic

day of classes. For fees, please see the department website (<http://www.mtholyoke.edu/acad/music/performance>).

Students enroll with Mount Holyoke performance faculty if the instrument they wish to study is offered by the department. Enrollment is limited according to teacher availability, and permission of the instructor is required. Please consult the department for audition dates and times.

### Music 100 Requirement

Because the Department of Music believes students enrolled in individual performance studies should have a thorough knowledge of the rudiments of music, enrollment will be contingent on exemption from or concurrent enrollment in MUSIC-100 or MUSIC-131 regardless of whether a student is enrolled at Mount Holyoke or another Five College institution.

The MUSIC-100 Exemption Examination is in two parts. In order to pass the exam, students must achieve scores of at least 75 percent on both the written and aural portions.

### 100 Level Performance Study

Successful completion of, or exemption from, MUSIC-100 allows up to 8 academic credits of individual performance study on one instrument at the 100 level.

### 200 Level Performance Study

Following successful completion of 8 credits of performance study at the 100 level on one instrument, the student automatically advances to study at the 200 level, for which there are no credit limitations. Students enrolled in study at the 200 level must participate in at least one public performance per semester. Earlier entry into the 200 level is with permission of instructor.

### 300 Level Performance Study

Usually taken only in the senior year. Students may advance to the 300 level of performance studies upon completion of MUSIC-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.

#### MUSIC-151A Individual Performance Study: 'Piano'

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*S. Dennis, M. Gionfriddo, D. Gilwood*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

#### MUSIC-151B Individual Performance Study: 'Voice'

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*C. Cobb, E. Ruby*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

#### MUSIC-151C Individual Performance Study: 'Flute'

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*A. Greenbaum, A. Hale*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

#### MUSIC-151D Individual Performance Study: 'Oboe'

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*C. Huang*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

#### MUSIC-151E Individual Performance Study: 'Clarinet'

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*M. Brignolo*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

#### MUSIC-151F Individual Performance Study: 'Saxophone'

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*T. Levine*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*



**MUSIC-151G Individual Performance Study: 'Bassoon'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*R. Eldredge*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

**MUSIC-151H Individual Performance Study: 'French Horn'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*J. Jeffries*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

**MUSIC-151I Individual Performance Study: 'Trumpet'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*E. Berlin, J. Klement*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

**MUSIC-151J Individual Performance Study: 'Trombone'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*S. Pemrick*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

**MUSIC-151K Individual Performance Study: 'Tuba'**

*Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*The department*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

**MUSIC-151M Individual Performance Study: 'Percussion'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*F. Conant, D. Patrick*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

**MUSIC-151N Individual Performance Study: 'Harpsichord'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*L. Schipull*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

**MUSIC-151O Individual Performance Study: 'Organ'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*L. Schipull*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

**MUSIC-151P Individual Performance Study: 'Harp'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*T. Alterman*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

**MUSIC-151Q Individual Performance Study: 'Guitar'**

*Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

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

*P. de Fremery, M. Lach*

*Instructor permission required.*

*Prereq: MUSIC-100 or MUSIC-131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: Repeatable for credit. 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.*

**MUSIC-151R Individual Performance Study: 'Violin'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**N. Hadari**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. 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.***MUSIC-151S Individual Performance Study: 'Viola'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**M. Knieriem**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study**Notes: Repeatable for credit. 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.***MUSIC-151T Individual Performance Study: 'Cello'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**N. Fizznogli, The department**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. 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.***MUSIC-151U Individual Performance Study: 'String Bass'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**L. Lovell, D. Picchi**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. 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.***MUSIC-151V Individual performance Study: 'Recorders/Early Winds'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**D. Meyers, E. Samuels**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. 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.***MUSIC-151W Individual Performance Study: 'Loud Winds'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**D. Meyers**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: Repeatable for credit. 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.***MUSIC-151X Individual Performance Study: 'Lute'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**M. Pash**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study**Notes: Repeatable for credit. 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.***MUSIC-151Y Individual Performance Study: 'Early Strings'***Fall and Spring. Credits: 1 - 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**D. Maiben, A. Robbins**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study**Notes: Repeatable for credit. 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.***MUSIC-151Z Individual Performance Study: 'Music Technology'***Fall and Spring. Credits: 1 - 2*

Private study - individual instruction in the use of current and emerging technologies for the creation and performance of electronic music and sonic art.

*Applies to requirement(s): Meets No Distribution Requirement**T. Ciufa**Instructor permission required.**Prereq: MUSIC-100, or MUSIC-102, or MUSIC-131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study**Notes: Repeatable for credit. 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.*

**MUSIC-251A Individual Performance Instruction: 'Piano'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

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

*S. Dennis, M. Gionfriddo, D. Gilwood*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251B Individual Performance Instruction: 'Voice'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

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

*C. Cobb, E. Ruby*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251C Individual Performance Instruction: 'Flute'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

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

*A. Greenbaum, A. Hale*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251D Individual Performance Instruction: 'Oboe'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

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

*C. Huang*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251E Individual Performance Instruction: 'Clarinet'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

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

*M. Brignolo*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251F Individual Performance Instruction: 'Saxophone'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

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

*T. Levine*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251G Individual Performance Instruction: 'Bassoon'**

*Not Scheduled for This Year. Credits: 2*

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

*The department*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251H Individual Performance Instruction: 'Horn'**

*Fall and Spring. Credits: 2*

Performance study - individual instruction.

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

*J. Jeffries*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251I Ind. Perform. Study: Trumpet**

*Fall and Spring. Credits: 2*

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

*E. Berlin, J. Klement*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251J Ind. Perform. Study: Trombone**

*Spring. Credits: 2*

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

*S. Pemrick*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251K Ind. Perform. Study: Tuba**

*Not Scheduled for This Year. Credits: 2*

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

*The department*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251M Individual Performance Instruction: 'Percussion'**

*Fall and Spring. Credits: 2*

*Performance study - individual instruction.*

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

*D. Patrick*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251N Individual Performance Instruction: 'Harpsichord'**

*Fall and Spring. Credits: 2*

*Performance study - individual instruction.*

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

*L. Schipull*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251O Individual Performance Instruction: 'Organ'**

*Fall and Spring. Credits: 2*

*Performance study - individual instruction.*

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

*L. Schipull*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251P Individual Performance Instruction: 'Harp'**

*Fall and Spring. Credits: 2*

*Performance study - individual instruction.*

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

*T. Alterman*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251Q Individual Performance Instruction: 'Guitar'**

*Fall and Spring. Credits: 2*

*Performance study - individual instruction.*

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

*P. de Fremery, M. Lach*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251R Individual Performance Instruction: 'Violin'**

*Fall and Spring. Credits: 2*

*Performance study - individual instruction.*

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

*N. Hadari*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251S Individual Performance Instruction: 'Viola'**

*Fall and Spring. Credits: 2*

*Performance study - individual instruction.*

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

*M. Knieriem*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251T Individual Performance Instruction: 'Cello'**

*Fall and Spring. Credits: 2*

*Performance study - individual instruction.*

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

*N. Fizznolia, The department*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*

**MUSIC-251U Individual Performance Instruction: 'String Bass'**

*Fall and Spring. Credits: 2*

*Performance study - individual instruction.*

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

*L. Lovell, D. Picchi*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: Repeatable for credit. 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.*



**MUSIC-251V Individual Performance Instruction: 'Recorders/Early Winds'**

Spring. Credits: 2

Applies to requirement(s): Meets No Distribution Requirement

E. Samuels

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: Repeatable for credit. 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.

**MUSIC-251W Ind. Perform. Study: Loud Winds**

Spring. Credits: 2

Applies to requirement(s): Meets No Distribution Requirement

D. Meyers

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: Repeatable for credit. 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.

**MUSIC-251X Ind. Perform. Study: Lute**

Spring. Credits: 2

Applies to requirement(s): Meets No Distribution Requirement

M. Pash

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: Repeatable for credit. 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.

**MUSIC-251Y Ind. Perform. Study: Early Strings**

Fall and Spring. Credits: 2

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

A. Robbins

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: Repeatable for credit. 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.

**MUSIC-251Z Individual Performance Study: 'Music Technology'**

Fall and Spring. Credits: 2

Private study - individual instruction in the use of current and emerging technologies for the creation and performance of electronic music and sonic art.

Applies to requirement(s): Meets No Distribution Requirement

T. Ciufu

Instructor permission required.

Prereq: MUSIC-102 or similar course work.

Notes: Repeatable for credit. 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.

**MUSIC-351 Advanced Performance Study****MUSIC-351A Individual Performance Study: 'Piano'**

Fall and Spring. Credits: 4

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

S. Dennis, M. Gionfriddo, D. Gilwood

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351B Individual Performance Study: 'Voice'**

Fall and Spring. Credits: 4

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

C. Cobb, E. Ruby

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351C Individual Performance Study: 'Flute'**

Fall and Spring. Credits: 4

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

A. Greenbaum, A. Hale

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351D Individual Performance Study: 'Oboe'**

Fall and Spring. Credits: 4

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

The department

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351E Individual Performance Study: 'Clarinet'**

Not Scheduled for This Year. Credits: 4

Applies to requirement(s): Meets No Distribution Requirement

M. Brignolo

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351F Individual Performance Study: 'Saxophone'**

*Not Scheduled for This Year. Credits: 4*

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

*T. Levine*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351G Individual Performance Study: 'Bassoon'**

*Not Scheduled for This Year. Credits: 4*

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

*The department*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351H Individual Performance Study: 'Horn'**

*Not Scheduled for This Year. Credits: 4*

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

*J. Jeffries*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351I Individual Performance Study: 'Trumpet'**

*Not Scheduled for This Year. Credits: 4*

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

*J. Klement*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351J Individual Performance Study: 'Trombone'**

*Not Scheduled for This Year. Credits: 4*

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

*S. Pemrick*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351K Individual Performance Study: 'Tuba'**

*Not Scheduled for This Year. Credits: 4*

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

*The department*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351M Individual Performance Study: 'Percussion'**

*Not Scheduled for This Year. Credits: 4*

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

*D. Patrick*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351N Individual Performance Study: 'Harpichord'**

*Fall. Credits: 4*

*Performance study - individual instruction.*

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

*L. Schipull*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351O Individual Performance Study: 'Organ'**

*Fall. Credits: 4*

*Performance study - individual instruction.*

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

*L. Schipull*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351P Individual Performance Study: 'Harp'**

*Not Scheduled for This Year. Credits: 4*

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

*T. Alterman*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351Q Individual Performance Study: 'Guitar'**

*Not Scheduled for This Year. Credits: 4*

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

*P. de Fremery, M. Lach*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

**MUSIC-351R Individual Performance Study: 'Violin'***Fall and Spring. Credits: 4*

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

N. Hadari

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351S Adv. Perform. Study: Viola***Fall. Credits: 4*

Applies to requirement(s): Meets No Distribution Requirement

M. Knieriem

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351T Individual Performance Study: 'Cello'***Fall. Credits: 4*

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

N. Fizznolia

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351U Individual Performance Study: 'String Bass'***Spring. Credits: 4*

Applies to requirement(s): Meets No Distribution Requirement

L. Lovell, D. Picchi

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351V Individual Performance Study: 'Recorders/Early Winds'***Not Scheduled for This Year. Credits: 4*

Applies to requirement(s): Meets No Distribution Requirement

E. Samuels

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351W Individual Performance Study: 'Loud Winds'***Not Scheduled for This Year. Credits: 4*

Applies to requirement(s): Meets No Distribution Requirement

D. Stillman

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351X Individual Performance Study: 'Lute'***Not Scheduled for This Year. Credits: 4*

Applies to requirement(s): Meets No Distribution Requirement

M. Pash

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351Y Individual Performance Study: 'Early Strings'***Not Scheduled for This Year. Credits: 4*

Applies to requirement(s): Meets No Distribution Requirement

A. Robbins

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**MUSIC-351Z Individual Performance Study: 'Music Technology'***Fall and Spring. Credits: 4*

Private study - individual instruction in the use of current and emerging technologies for the creation and performance of electronic music and sonic art.

Applies to requirement(s): Meets No Distribution Requirement

T. Ciufu

Instructor permission required.

Prereq: One 200-level music technology course.

Notes: Repeatable for credit. Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee: see Tuition and Fees in catalog. No refunds after 10th academic day of class.

**Ensemble Performance Studies: Instrumental Ensembles**

Enrollment in any large or small ensemble is by audition only. Enrollment in instrumental ensembles may be limited according to teacher availability. Permission of instructor is required.

**MUSIC-143A Chamber Music: 'Wind Ensembles'***Fall and Spring. Credits: 1*

Chamber Music for wind instruments

Applies to requirement(s): Meets No Distribution Requirement

M. Brignolo, J. Jeffries

Instructor permission required.

Prereq: enrollment is by audition only or previous participation in the ensemble.

Notes: Repeatable for credit.

**MUSIC-143B Chamber Music: 'String Ensembles'***Fall and Spring. Credits: 1*

Chamber Music for string instruments

*Applies to requirement(s): Meets No Distribution Requirement**N. Fizznogli, N. Hadari, M. Knieriem, M. Lach**Instructor permission required.**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-143C Chamber Music: 'Piano Ensembles'***Fall and Spring. Credits: 1*

Chamber Music for piano instruments

*Applies to requirement(s): Meets No Distribution Requirement**S. Dennis**Instructor permission required.**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-143D Chamber Music: 'Mixed Ensembles'***Fall and Spring. Credits: 1*

Chamber music for mixed ensembles.

*Applies to requirement(s): Meets No Distribution Requirement**J. Jeffries, M. Knieriem**Instructor permission required.**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-143E Chamber Music: 'Brass Ensembles'***Fall and Spring. Credits: 1*

Chamber Music for brass instruments

*Applies to requirement(s): Meets No Distribution Requirement**J. Jeffries**Instructor permission required.**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-143F Chamber Music: 'Klezmer Ensemble'***Fall and Spring. Credits: 1*

This ensemble, composed of all instruments—including piano, strings, brass, and woodwinds—performs dance music of Eastern Europe.

Students at all levels of experience will use their classical training to go beyond the printed page into the folk tradition, learning to play different modes of the tunes and employing 'untraditional' techniques that are traditional in this unique folk music.

*Applies to requirement(s): Meets No Distribution Requirement**A. Greenbaum**Instructor permission required.**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit. Students should contact Adrienne Greenbaum (agreenba@mtholyoke.edu) for further information.***MUSIC-143G Chamber Music: 'Flute Choir'***Fall and Spring. Credits: 1*

Study and perform music for flute ensembles.

*Applies to requirement(s): Meets No Distribution Requirement**A. Hale**Instructor permission required.**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit. 1 rehearsal (2 hours)***MUSIC-143H Chamber Music: 'Euridice Ensembles'***Fall and Spring. Credits: 1*

Euridice Ensembles are groups of students and faculty who perform baroque and classical chamber music with attention to historical performance practice. Individual ensembles may include baroque trios, classical quartets, cantata groupings, etc., and are formed according to the needs and interest of students participating each semester. Singers, modern and early string, wind and keyboard players from the Five Colleges are invited to participate.

*Applies to requirement(s): Meets No Distribution Requirement**R. Eisenstein, A. Robbins**Instructor permission required.**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-143I Chamber Music: 'Percussion Ensembles'***Fall and Spring. Credits: 1*

Chamber Music for percussion instruments.

*Applies to requirement(s): Meets No Distribution Requirement**D. Patrick**Instructor permission required.**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-155A Jazz Ensemble: 'Big Band'***Fall and Spring. Credits: 1*

A mixed instrumental group for beginning, intermediate, and advanced musicians. Students learn a variety of classic and contemporary swing, Latin, jazz, and pop standards. The group performs in concert twice a semester and occasionally off campus as well.

*Applies to requirement(s): Meets No Distribution Requirement**M. Gionfriddo**Instructor permission required.**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-161 Beginning West African Drumming Ensemble***Fall and Spring. Credits: 1*

This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs and some dance steps as well. Non musicians are welcome, but practicing between classes is required. The group will perform in a workshop at the end of the semester.

*Applies to requirement(s): Meets No Distribution Requirement**F. Conant**Instructor permission required.**Notes: Repeatable for credit.***MUSIC-191 Mount Holyoke Orchestra***Fall and Spring. Credits: 1*

Studies and presents a variety of orchestra repertoire on and off campus. Multiple opportunities to perform each semester.

*Applies to requirement(s): Meets No Distribution Requirement**N. Hadari**Instructor permission required.**Advisory: Enrollment is by audition only.**Notes: Repeatable for credit.*



**MUSIC-255A Chamber Jazz Ensemble: 'Chamber Jazz'***Fall and Spring. Credits: 1*

A select instrumental combo open to more advanced jazz musicians with emphasis on complex forms such as Dixieland, bop, and fusion. Students also learn exercises and techniques that will aid them in solo improvisation.

*Applies to requirement(s): Meets No Distribution Requirement**M. Gionfriddo**Prereq: Enrollment in Big Band or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-261 Intermediate West African Drumming Ensemble***Fall and Spring. Credits: 1*

This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs, and some dance steps. Non-musicians are welcome; practice between classes is required. The group will perform in a workshop at the end of the semester.

*Applies to requirement(s): Meets No Distribution Requirement**F. Conant**Instructor permission required.**Prereq: MUSIC-161.**Notes: Repeatable for credit.***Ensemble Performance Studies: Choral Ensembles**

Enrollment in any large or small ensemble is by audition only.

**MUSIC-155B Jazz Ensemble: 'Vocal Jazz'***Fall and Spring. Credits: 1*

The Vocal Jazz Ensemble is a select group of singers which performs classic and contemporary jazz vocal music. The group performs in concert twice a semester and occasionally off campus as well. Solo opportunities also exist with the Big Band and Chamber Jazz Ensembles for students enrolled in Vocal Jazz.

*Applies to requirement(s): Meets No Distribution Requirement**M. Gionfriddo**Instructor permission required.**Advisory: Enrollment is by audition only**Notes: Repeatable for credit. 1 rehearsal; limited enrollment.***MUSIC-193 Chorale***Fall and Spring. Credits: 1*

With varied repertoire, an intermediate-level women's choir providing excellent vocal training, occasional solo opportunities, and a structured sight-singing curriculum. Performs on and off campus, sometimes with men's choruses and orchestra. Previous ensemble experience is helpful, though not a prerequisite.

*Applies to requirement(s): Meets No Distribution Requirement**S. Council**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-293 Glee Club***Fall and Spring. Credits: 1*

A relatively advanced women's choir with a varied classical, contemporary, and folk-derived repertoire. Occasional collaborations with men's choruses and orchestra, sometimes involving long-distance travel. Previous ensemble experience (vocal or instrumental) and strong musicianship—including sight singing—are prerequisites.

*Applies to requirement(s): Meets No Distribution Requirement**S. Council**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-297 Chamber Singers***Fall and Spring. Credits: 1*

Highly select vocal ensemble drawn from Glee Club to perform original works for women's chorus, with emphasis on contemporary music.

*Applies to requirement(s): Meets No Distribution Requirement**S. Council**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***Independent Study****MUSIC-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***MUSIC-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***The Five-College Early Music Program**

The Five College Early Music Program provides practical experience in medieval, Renaissance, and Baroque music. A faculty of distinguished performers and scholars provides applied, historical, and theoretical experience in performance. A collection of early music instruments is available. Students are encouraged to participate in one or more of the performing groups that meet regularly with a coach; ensembles are organized at all levels of ability, from beginning to advanced, to accommodate progress throughout a four year academic program.

**MUSIC-147A Early Music Ensembles: 'Collegium'***Fall. Credits: 1*

Renaissance and baroque music for mixed voices

*Applies to requirement(s): Meets No Distribution Requirement**R. Eisenstein**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.***MUSIC-147B Early Music Ensembles: 'Voces Feminae'***Fall and Spring. Credits: 1*

Renaissance and baroque music for women's voices.

*Applies to requirement(s): Meets No Distribution Requirement**C. Bell**Instructor permission required.**Prereq: enrollment is by audition only or previous participation in the ensemble.**Notes: Repeatable for credit.*

**MUSIC-147C Early Music Ensembles: 'Instrumental Ensemble'**

*Fall and Spring. Credits: 1*

Study and perform music for early strings, recorder, shawm, and other early music instruments from the medieval, renaissance and Baroque periods.

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

*D. Meyers, A. Robbins, E. Samuels*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit.*

**MUSIC-147D Early Music Ensembles: 'Renaissance and Baroque Dance I'**

*Fall. Credits: 1*

Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: DANCE-127*

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

*N. Monahin, M. Pash*

*Notes: Repeatable for credit.*

**MUSIC-147E Early Music Ensembles: 'Seminar in Seventeenth-Century Song'**

*Fall and Spring. Credits: 1*

This course is a repertory survey conducted in masterclass format. Each participant will learn and sing in class a song every week or two. English lute ayres, French airs de cour, Italian monodies, and later music up to and including Henry Purcell are included. There is a very limited but interesting selection of reading as well.

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

*R. Eisenstein*

*Prereq: enrollment is by audition only or previous participation in the ensemble.*

*Notes: Repeatable for credit. Limited to six singers and three continuo players (keyboard, lute/guitar, and/or cello/gamba).*

**MUSIC-147F Early Music Ensembles: 'Renaissance and Baroque Dance II'**

*Spring. Credits: 1*

Continuation of Renaissance and Baroque Dance I. Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: DANCE-128*

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

*N. Monahin, M. Pash*

*Prereq: MUSIC-147D or DANCE-127.*

Native American and Indigenous Studies

Overview and Contact Information

The Five College Certificate in Native American and Indigenous Studies provides students with the opportunity to acquire a knowledge and understanding of the development, growth, and interactions of the indigenous peoples and nations of the Western hemisphere. The program emphasizes the many long histories of Native American Indians as well

as their contemporary lives and situations. A holistic and comparative inter- disciplinary approach underlies the program's requirements, enabling students to become familiar with the diversity of indigenous lifeways, including cultural forms, institutions, political economies, and modes of self-expression. In addition to this broader perspective, the program places some emphasis on the Native peoples of the Northeast so that students can become acquainted with the history, culture, and presence of indigenous peoples in this region.

Contact Information

Christine DeLucia, Assistant Professor of History

Lauret Savoy, Professor of Environmental Studies

<https://www.fivecolleges.edu/natam>

Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
A foundation course <sup>1</sup>		
Six additional courses, with no more than three of the seven courses from any single discipline <sup>2</sup>		
<b>Total Courses</b>		<b>7</b>

- <sup>1</sup> 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.
- <sup>2</sup> These courses must be selected from the courses currently approved by the Five College NAIS Committee as counting toward the certificate. That list is available at available on the program website (<https://www.fivecolleges.edu/natam>). Courses not on this list may be approved for inclusion by campus program advisors in consultation with the committee.

Additional Specifications

- A student's program must be approved by the NAIS program advisor from Mount Holyoke.
- Students must receive a grade of B or higher in all seven courses to receive the certificate.

Neuroscience and Behavior

Overview and Contact Information

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.

See Also

- Cognitive Neuroscience (p. 109)

Contact Information

Renae Brodie, Chair

Dianne Baranowski, Academic Department Coordinator

105 Clapp Laboratory

413-538-2611

<https://www.mtholyoke.edu/acad/neuroscience>

## Faculty

### This area of study is administered by the Neuroscience and Behavior Committee:

Katherine Binder, William R. Kenan, Jr. Professor of Psychology

Renae Brodie, Professor of Biological Sciences

Gary Gillis, Professor of Biological Sciences; Associate Dean of Faculty; Director of the Science Center

Mara Breen, Associate Professor of Psychology and Education, Teaching Fall Only

Kathryn McMenimen, Associate Professor of Chemistry

Kenneth Colodner, Assistant Professor of Neuroscience and Behavior, Teaching Fall Only

Jared Schwartzer, Assistant Professor of Psychology and Education

André White, Assistant Professor of Biological Sciences, Teaching Fall Only

John Roche, Visiting Lecturer in Neuroscience and Behavior

## Requirements for the Major

A minimum of 52 credits:

Code	Title	Credits
<b>Required Core Curriculum</b>		
NEURO-100	Introduction to Neuroscience and Behavior	4
CHEM-101	General Chemistry I	4
or CHEM-160	Integrated Introduction to Biology and Chemistry	
CHEM-201	General Chemistry II	4
CHEM-202	Organic Chemistry I	4
MATH-101	Calculus I	4
PSYCH-204	Research Methods in Psychology	4
BIOL-200	Introductory Biology II: How Organisms Develop	4
BIOL-333	Neurobiology	4
BIOL-230	Molecular Genetics and Cell Biology	4
A course in quantitative inference:		4
PSYCH-201	Statistics	
or STAT-240	Elementary Data Analysis and Experimental Design	
or STAT-242	Intermediate Statistics	
<b>Two of the following laboratory-based courses at the 300 level:</b>		8
BIOL-307	Vertebrate Anatomy	
BIOL-315	Behavioral Ecology	
BIOL-321AD	Conference Course: 'Addiction, Superior Memory, and Diseases of the Brain'	
BIOL-328	Human Physiology	
COMSC-334	Artificial Intelligence	
COMSC-341NL	Topics: 'Natural Language Processing'	
NEURO-324	Cellular and Molecular Neuroscience	
NEURO-395	Independent Study (4 credits)	
PSYCH-340CL	Laboratory in Perception and Cognition: 'Cognition and Literacy'	
PSYCH-350	Lab in Biological Bases of Behavior.	

**A third 300-level course from the preceding list, or from the following:** 4

BIOL-338	Evolution and Human Sexual Behavior
CHEM-312	Chemistry of Biomolecules
NEURO-331	Glial Cells in Health and Disease
PSYCH-349AM	Seminar in Perception and Cognition: 'Art, Music, and the Brain'
PSYCH-349LT	Seminar in Perception and Cognition: 'Language and Thought'
PSYCH-359CN	Seminar: Biological Bases of Behavior: 'Clinical Neuroscience'

Total Credits 52

## Additional Specifications

- Students planning postgraduate study in a related discipline or in medicine are urged to participate in independent laboratory research within either or both departments.
- Students who declare a neuroscience and behavior major automatically fulfill the College's "outside the major" requirement.

## Course Offerings

### NEURO-100 Introduction to Neuroscience and Behavior

Fall and Spring. Credits: 4

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 brain cells communicate with each other, and how small networks of cells underlie more complex processes such as perception, learning, and behavior. In labs, students will perform experiments that expand upon and reinforce these ideas through hands-on exercises.

*Applies to requirement(s): Math Sciences*

*K. Colodner, J. Roche*

*Restrictions: This course is limited to first-year students.*

*Coreq: NEURO-100L.*

### NEURO-295 Independent Study

Fall and Spring. Credits: 1 - 4

*The department*

*Instructor permission required.*

### NEURO-309 Topics in Neuroscience and Behavior

#### NEURO-309SP Topics in Neuroscience and Behavior: 'Synaptic Plasticity: Synaptic Mechanisms Underlying Learning and Memory'

Spring. Credits: 4

Much of what is currently known of memory is thought to involve synaptic modifications on both short and long time scales in a region of the brain called the hippocampus. This course will look at the experimental attempts to understand learning and memory. Students will utilize critical analysis of primary literature in order to gain a broad understanding of the historical underpinnings of the field as well as the most recent advances. Primary research papers will be analyzed and discussed, covering topics that include invertebrate memory models, long term potentiation in the mammalian hippocampus, synaptic tagging, and place cells of the hippocampus.

*Applies to requirement(s): Math Sciences*

*Other Attribute(s): Speaking-Intensive*

*J. Roche*

*Prereq: NEURO-100 or BIOL-230.*

NEURO-324 Cellular and Molecular Neuroscience

Not Scheduled for This Year. Credits: 4

This course will explore cellular and molecular mechanisms of nervous system development and function through lectures, laboratory exercises, and the critical analysis of primary literature. Topics include synapse formation and synaptic transmission, neuronal-glia interactions, the molecular basis of behavior, and applied genetic engineering techniques.

Applies to requirement(s): Math Sciences  
K. Colodner

Prereq: NEURO-100 and BIOL-230 (or BIOL-220).

Notes: This course meets the 300-level laboratory-based course requirement for the Neuroscience and Behavior major.

NEURO-331 Glial Cells in Health and Disease

Fall. Credits: 4

This course will explore the "other" cells in your brain, the glial cells. While neuronal cells receive most of the attention, glial cells are now recognized as essential players in normal brain physiology. Through the critical analysis of primary literature, we will highlight recent advances in glial cell biology and discuss how the various glial cell subtypes (astrocytes, microglia, myelinating cells, etc.) contribute to the healthy and diseased brain. We will examine the glial contribution to a variety of disorders (e.g. multiple sclerosis, spinal cord injury, neurodegenerative diseases, etc.) as we cultivate a better understanding of these often overlooked brain cells.

Applies to requirement(s): Math Sciences  
K. Colodner

Prereq: NEURO-100 and BIOL-230.

NEURO-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Nonprofit Organizations  
Overview and Contact Information

The Nonprofit Organizations Nexus focuses on the study of organizational settings in the nonprofit sector. The word "nonprofit" refers to a type of business—one which is organized under rules that forbid the distribution of profits to owners. The Internal Revenue Service describes nonprofit organizations as serving charitable, religious, scientific, or educational purposes. Nonprofit organizations include global nongovernmental organizations (NGOs) such as Oxfam and Greenpeace as well as local community organizations such as the Food Bank of Western Massachusetts and Historic Northampton Museum. Students may pursue internships with nonprofit organizations to complete the experiential requirement for this Nexus.

See Also

- Entrepreneurship, Organizations, and Society (p. 167)

Contact Information

Eleanor Townsley, Nexus director

Michael Robinson, track chair

Steven Schmeiser, track chair

217G Dwight Hall

413-538-3010

[https://www.mtholyoke.edu/acad/nexus/nonprofit\\_organizations](https://www.mtholyoke.edu/acad/nexus/nonprofit_organizations)

Faculty

This area of study is administered by the following Nexus track chairs:

Michael Robinson, Professor of Economics

Steven Schmeiser, Associate Professor of Economics

Requirements for the Nexus

A minimum of 18 credits:

Code	Title	Credits
Three courses above the 100 level chosen from the list of courses approved for this Nexus		12
One approved 300-level course from the list of courses approved for this Nexus		4
Completion of the UAF application stages 1 and 2 <sup>1</sup>		
A substantive internship		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
A presentation at LEAP Symposium		
Total Credits		18

<sup>1</sup> Or a fifth class with approval of the track chair

Additional Specifications

- 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 EOS (Entrepreneurship, Organizations, and Society) courses
- The sequence of a Nexus is part of what makes it unique. UAF application stages 1 and 2 must be completed before the internship or research project. COLL-211 is taken after the internship or research project and culminates in a presentation at LEAP Symposium.

Courses Counting toward the Nexus

Courses other than those listed below may count toward the Nexus. Students should consult the Nexus track chair for consideration of courses not on the list.

Code	Title	Credits
Anthropology		
ANTHR-212	Shopping and Swapping: Cultures of Consumption and Exchange	4
College(Interdeptmnt) Courses		
COLL-211	Reflecting Back: Connecting Internship and Research to Your Liberal Arts Education	2
Economics		
ECON-110	Introductory Economics	4
ECON-215	Economics of Corporate Finance	4
ECON-280	Non-Profit Business Practice	4
ECON-307	Seminar in Industrial Organization	4
ECON-310	Seminar in Public Economics	4
ECON-335	Advanced Corporate Finance	4
Entrepreneurship, Orgs & Soc		
EOS-210	Opportunities and Impacts	4
EOS-229	Enterprise Startups and Social Entrepreneurship	4



EOS-239	Fundamentals of Business Organizations and Finance	4
EOS-249	Ethics in Entrepreneurship and Business	4

## Philosophy

### Overview and Contact Information

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.

### See Also

- Logic (p. 258)

### Contact Information

**James Harold, Chair (Fall 2018)**

**Samuel Mitchell, Chair (Spring 2019)**

**Natalina Tulik, Academic Department Coordinator**

205 Skinner Hall

413-538-2249

<https://www.mtholyoke.edu/acad/philosophy>

## Faculty

**This area of study is administered by the Department of Philosophy:**

James Harold, Professor of Philosophy, Teaching Fall Only

Samuel Mitchell, Associate Professor of Philosophy

Katia Vavova, Associate Professor of Philosophy

Nina Emery, Assistant Professor of Philosophy

Thomas White, Visiting Professor in Philosophy

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
Two courses in the History of Philosophy, such as:		8
PHIL-201	Philosophical Foundations of Western Thought: The Greek Period	
PHIL-202	Philosophical Foundations of Western Thought: The Modern Period	
PHIL-212	Philosophical Foundations of Chinese Thought: The Ancient Period	
PHIL-255	Existentialism	
One course in Ethics and Value Theory, such as:		4
PHIL-205	Ethics	
PHIL-242	Social and Political Philosophy	
PHIL-248	Philosophical Issues in Race and Racism	
PHIL-249	Women and Philosophy	
PHIL-260ME	Topics in Applied Philosophy: 'Medical Ethics'	
PHIL-273	Philosophy of the Arts	
One course in Theoretical Philosophy, such as:		4
PHIL-209	Theories of Probability and Causation	
PHIL-270	Epistemology	
PHIL-272	Metaphysics	
One course in Logic, such as:		4
PHIL-210	Logical Thought	
PHIL-225	Symbolic Logic	
At least 12 credits in philosophy at the 300 level		12
4 additional credits in philosophy		4
Total Credits		36

### Other Requirements

- Program plan. Majors will be asked to fill out a form that specifies which courses they will use to satisfy these requirements.

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.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
16 credits in philosophy at the 200 or 300 level		16
4 additional credits in philosophy at the 300 level		4
Total Credits		20

## Course Advice

### Beginning the Study of Philosophy

Students who are completely new to philosophy can take any 100-level philosophy course, which offer a broad introduction to the subject.

If you've done some philosophy and enjoyed it or if you want to challenge yourself, we encourage you to take a 200-level course with a number lower than 220, such as PHIL-201 (The Greek Period), PHIL-202 (The

Modern Period), PHIL-205 (Ethics), or PHIL-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 major and minor requirements.

We also offer courses without prerequisites that are designed to supplement other topics and serve broader interests. These courses include Medical Ethics, Social and Political Philosophy, Women and Philosophy, and Philosophical Issues in Race and Racism. 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 courses in: metaphysics, epistemology, advanced logic, meta and normative ethics, and the philosophy of art.

## Course Offerings

### PHIL-101 Introduction to Philosophy

*Fall. Credits: 4*

This course will explore topics that philosophers have grappled with for thousands of years, and that still undergird (or sometimes threaten to undermine) our understanding of the world, our knowledge, ourselves, and each other. In historical and modern texts of the Western intellectual tradition, we will discuss questions such as: Are we all selfish? What makes right actions right, if anything? Do you know anything at all about the future? Are you really free if your actions are caused? This class is for first and second year students who know nothing about philosophy, and want to know whether they will be interested in it. Students with some exposure to, and interest in, the field should take other classes.

*Applies to requirement(s): Humanities*

*S. Mitchell*

### PHIL-103 Comparative Introduction to Philosophy

*Spring. Credits: 4*

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.

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

*M. Brown*

### PHIL-104 Science and Human Values

*Spring. Credits: 4*

Modern science has taught us surprising new things and modern technology has given us extraordinary new abilities. We can now prolong life in extraordinary ways, dramatically enhance our physical and cognitive abilities, collect and process remarkable amounts of data, and radically reshape the natural environment on local and global scales. This course is devoted to the critical study of moral problems that have been raised or affected by this newfound information and these newfound abilities. Potential topics include euthanasia, pharmaceutical enhancement, genetic engineering, the moral status of animals, climate change, and artificial intelligence.

*Applies to requirement(s): Humanities*

*N. Emery*

*Restrictions: This course is limited to first-year students.*

### PHIL-201 Philosophical Foundations of Western Thought: The Greek Period

*Fall. Credits: 4*

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.

*Applies to requirement(s): Humanities*

*T. White*

### PHIL-202 Philosophical Foundations of Western Thought: The Modern Period

*Spring. Credits: 4*

Philosophy was transformed during the 17th and 18th centuries, in a period known as the Modern period, or the Enlightenment. This period is important for the background of our current views both in Philosophy and in intellectual endeavor generally. In this course, we'll look at the major figures involved in this transformation, and the positions about knowledge and reality that they defended. We'll have selections from the work of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. We might not cover all of these, but will get to most.

*Applies to requirement(s): Humanities*

*S. Mitchell*

*Notes: Evaluation is by three essays.*

### PHIL-205 Ethics

*Spring. Credits: 4*

What do we owe to ourselves and to others? Which actions are right, which are wrong, and how can we tell the difference? Can we give principled answers to questions like these, or is it just a matter of opinion? We will think critically about such questions and some key theoretical approaches to answering them. We will focus on central traditions of Western moral philosophy, typified by Mill, Kant, and Aristotle. We will also consider vexing contemporary moral issues with an eye to whether these theories can guide our actions. Along the way, we will ask whether the moral theorizing we engage in can really uncover objective moral truths.

*Applies to requirement(s): Humanities*

*T. White*

### PHIL-209 Theories of Probability and Causation

*Not Scheduled for This Year. Credits: 4*

In this course we will look at theories of causation, probability, and their interaction. We will look first at Hume on causation, and then move on to some very basic probability theory. We will briefly explore the standard statistical approaches and go on to Bayesian reasoning and confirmation theory. Finally, we'll examine recent developments in the Bayesian Net theory of causation. As a whole, the class is an investigation of recent mathematical and philosophical theories about how science works, what justifies the hypotheses we ought to believe, and how observations could justify hypotheses about unobserved entities and regions.

*Applies to requirement(s): Humanities*

*S. Mitchell*

*Prereq: One course in Philosophy or Mathematics.*

**PHIL-210 Logical Thought***Fall. Credits: 4*

This course cultivates sound reasoning. Students will learn to see the structure of claims and arguments and to use those structures in developing strong arguments and exposing shoddy ones. We will learn to evaluate arguments on the strength of the reasoning rather than on the force of their associations and buzzwords.

*Applies to requirement(s): Humanities**N. Emery***PHIL-212 Philosophical Foundations of Chinese Thought: The Ancient Period***Not Scheduled for This Year. Credits: 4*

An introduction to Chinese thought in the classical period roughly between 500 and 221 BCE, a time of social and political furor. We will survey different philosophical responses to this upheaval, with an eye to the contemporary relevance of ancient Chinese wisdom. We will conclude the course by looking at how classical Chinese thought changes and adapts with the arrival of Buddhism. The course format consists of lecture and discussion preceded by extensive reading of primary texts (in translation).

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**The department**Advisory: No familiarity with Chinese history, philosophy, or language is assumed.***PHIL-222 Philosophy of Quantum Mechanics***Spring. Credits: 4*

Although quantum mechanics is a remarkably successful scientific theory, it also leads scientists to make extraordinary claims like that cats can be both dead and alive and that the state of a fundamental particle depends on whether someone one is observing it. In this class we will consider the various interpretations of quantum mechanics and the way in which those interpretations influence and are influenced by philosophical issues in science more generally.

*Applies to requirement(s): Humanities**N. Emery**Advisory: No previous work in physics is necessary, but students should be prepared to learn some mathematical formalism involving basic algebra and trigonometry.***PHIL-225 Symbolic Logic***Spring. Credits: 4*

This course develops a symbolic system that can be used as the basis for inference in all fields. It will provide syntax and semantics for the language of this system and investigate its adequacy. It provides the basis for all further work in logic or in the philosophical foundations of mathematics. Much of the course has a mathematical flavor, but no knowledge of mathematics is necessary.

*Applies to requirement(s): Humanities**S. Mitchell***PHIL-242 Social and Political Philosophy***Not Scheduled for This Year. Credits: 4*

We will examine the place of liberty and equality in a just society by looking at classic and contemporary topics in social and political philosophy. We will consider big questions such as the following: what is liberty and why is it important? What about equality? Do these values conflict? Or can a society ensure both? We will also consider more narrow, practical questions on topics such as immigration, voting, commodification, reparations, freedom of expression, and a universal basic income.

*Applies to requirement(s): Humanities**The department***PHIL-248 Philosophical Issues in Race and Racism***Not Scheduled for This Year. Credits: 4*

This course examines the nature of race and racism primarily (but not exclusively) from a philosophical perspective. What kind of entity or category is 'race'? Is it something real at all? If so, how is it real exactly? If not, what consequences (should) follow from its lack of reality? Do we have to be a member of a 'race' in order to (have the right to) know and speak for it? How is race and race-thinking relevant for our personal and group identities? What is the nature of racism? How do race, ethnicity, gender, and class intersect? How legitimate are race-based social policies that aim to bring about social justice or diversity? Readings will come from philosophy and a variety of interdisciplinary texts (e.g., film and other media).

*Applies to requirement(s): Humanities; Multicultural Perspectives**The department***PHIL-249 Women and Philosophy***Not Scheduled for This Year. Credits: 4*

The goal of this course is to see how careful philosophical thought can help us with pressing issues that women face. We approach this topic through a distinctly feminist lens, as opposed to a traditional philosophical, queer theoretic, or gender studies lens. We will draw on a variety of philosophical resources, ranging from liberal and feminist political theory, to speech act theory. Possible questions we will consider include: What is objectification? What is consent? Is pornography degrading? How does sexism and bias lead to bad science?

*Crosslisted as: GNDST-210PH**Applies to requirement(s): Humanities**The department***PHIL-250 Topics in Philosophy****PHIL-250AE Topics in Philosophy: 'Philosophical Issues Concerning Animals'***Not Scheduled for This Year. Credits: 4*

Who are non-human animals? In this course, we will think about this question and others – specifically about the ethical relationship "human animals" have to these beings. We will ask such questions like: What are the philosophical – especially the ethical – implications of the scientific research on non-human animals? What determines the quality of life of any animal – human or nonhuman? What obligations do we have to non-human animals? Our answers to these questions will have implications for human businesses, our diet, our pets, our legal system, and, ultimately, how we think about ourselves as 'human animals.' The course format consists of lecture, discussion, regular writing and the possibility of a class presentation.

*Crosslisted as: ENVST-233AE**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**T. White*

**PHIL-250AP Topics in Philosophy: 'History of Analytic Philosophy'***Not Scheduled for This Year. Credits: 4*

This class is about how philosophy tried to be a science, and rejected most of its history as metaphysical nonsense. It's about how and why this failed, and returned to metaphysics. There were three phases: Logical Positivism, which argued that most of the history of philosophy was meaningless babble, and should be replaced by a much more scientific approach to the issues. Quine, who replaced the positivists with a pragmatic view of the subject. And Kripke/Lewis who returned Metaphysics to the center of concern using possible worlds. This last approach brings us to the present day. We'll read the most influential figures: Frege, Russell, Schlick, Carnap, Quine, Lewis Kripke. These developments provide the background for nearly all Contemporary Philosophy.

*Applies to requirement(s): Humanities**S. Mitchell**Prereq: 8 credits in the department including logic (PHIL-210 or PHIL-225).***PHIL-250ED Topics in Philosophy: 'Philosophy of Education'***Fall. Credits: 4*

The purpose, goal and shape of educational institutions, policies and methods have been central preoccupations for millennia. This course considers a variety of questions concerning education that are related to different parts of philosophy: epistemology (What kind of 'knowledge' should be taught at different educational levels? How do we differentiate 'truth' and 'education' from 'propaganda' and 'indoctrination?'), ethics (What is 'moral virtue'? Can it be taught? If so, is this an appropriate educational goal?), and social and political philosophy (What is the relationship between schools and the broader society? Should education be a fundamentally subversive activity?)

*Crosslisted as: EDUST-250ED**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**T. White***PHIL-250UT Topics in Philosophy: 'Utopian Theory'***Fall. Credits: 4*

This course studies a wide range of writings that aim to describe an ideal community. We begin with ancient Greek philosophical works (Plato's *Republic* and Aristotle's *Politics*), examine the revival of the genre in the Renaissance (Thomas More's *Utopia*) and consider both modern and contemporary examples that come from non-philosophical disciplines (Edward Bellamy's *Looking Backward*, B.F. Skinner's *Walden Two*, Marge Piercy's *Woman on the Edge of Time*, and Ernest Callenbach's *Ecotopia*). Issues regarding the character, shape and goal of government and the economy are obviously central.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**T. White***PHIL-255 Existentialism***Not Scheduled for This Year. Credits: 4*

Does human life have meaning (purpose)? Can religion or spirituality provide it? If not, is human life 'absurd'? How can we attain or create meaning in the face of the 'absurdity' of human life? What is genuine human freedom? Are other people in the world obstacles to, or also sources for, our attempt to attain or create meaning in our lives? What is existential commitment and 'authenticity'? Is existentialist ethics possible at all? We will examine the central themes of existentialism in readings from Kierkegaard, Dostoyevsky, Nietzsche, Sartre, Camus, de Beauvoir, and Fanon (among others). We will also end the course by considering some significant criticisms of existentialism.

*Crosslisted as: CST-258**Applies to requirement(s): Humanities**The department***PHIL-260 Topics in Applied Philosophy**

These courses ask questions about the ethical and/or conceptual problems pertaining to a practice, such as law, medicine, or caring for the natural environment. Such courses are suitable for philosophy majors as well as for students who are new to philosophy but who are interested in the relevant practice.

**PHIL-260EB Topics in Applied Philosophy: 'Ethics in Entrepreneurship and Business'***Spring. Credits: 4*

What are the special challenges of obligation and responsibility that individuals, businesses and other organizations face in a complex global environment? We explore these questions using applied philosophical ethics from the traditional approaches to moral philosophy (studying the ethical character of both actions themselves and the results of those actions) and the more recent ethics of care. We apply these ethical considerations in different cases and contexts of individual decision-making and the choices and dilemmas that businesses and other organizations face.

*Crosslisted as: EOS-249**Applies to requirement(s): Humanities**T. White***PHIL-260ET Topics in Applied Philosophy: 'Environmental Ethics'***Not Scheduled for This Year. Credits: 4*

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?

*Crosslisted as: ENVST-233ET**Applies to requirement(s): Humanities**The department*



**PHIL-260GE Topics in Applied Philosophy: 'Problems in Global Ethics: Climate Change, War, and Poverty'**

*Not Scheduled for This Year. Credits: 4*

Living in today's world presents distinctive and pressing moral problems. What are the responsibilities of individuals, particularly individuals living in relatively affluent societies, to prevent climate change, or to alleviate the harms caused by it? How should we act to prevent war, and should we ever initiate wars in order to prevent greater evils (such as terrorism)? What responsibilities do citizens of relatively affluent nations have to prevent and ameliorate poverty and global inequality? In order to reason clearly about these questions, we will need to think deeply about the notion of global citizenship (or "cosmopolitanism") and the nature of individual moral responsibility.

*Applies to requirement(s): Humanities*

*J. Harold*

**PHIL-260LW Topics in Applied Philosophy: 'Philosophy of Law'**

*Not Scheduled for This Year. Credits: 4*

This course is an inquiry into questions concerning the nature of 'justice,' 'law,' and the relationship between the two from the point of view of various schools of legal thought like natural law theory, positivism, utilitarianism, legal realism, critical race studies, and feminist theory. We will examine questions like 'Is there a duty to obey, or sometimes disobey, the law?' and 'What do we mean by 'equality' or 'rights'? within the context of contemporary legal issues like affirmative action, abortion, and same-sex marriage. Readings drawn from Aristotle, Hobbes, Locke, Kant, Mill, Holmes, Llewellyn, Hart, Rawls, and others.

*Applies to requirement(s): Humanities*

*The department*

**PHIL-260ME Topics in Applied Philosophy: 'Medical Ethics'**

*Fall. Credits: 4*

Contemporary medicine gives rise to a variety of moral and philosophical questions. Some of the questions we will discuss include: Is the concept of disease objective? What moral duties do we have to those at the beginning and the end of life? How should limited health care resources be distributed? What are the responsibilities of medical researchers towards their subjects? Do we have reason to be worried about the growth of technology in medicine? Are the basic institutions of medicine just? The goals of this course are to improve our understanding of the arguments on different sides of these questions, and to acquire some tools to evaluate those arguments.

*Applies to requirement(s): Humanities*

*J. Harold*

**PHIL-270 Epistemology**

*Fall. Credits: 4*

As the study of knowledge and related concepts like justification, rationality, and evidence, epistemology is of central importance, and not just to philosophy. This course provides an introduction to epistemology through a number of epistemological problems or puzzles about skepticism, dogmatism, and humility.

*Applies to requirement(s): Humanities*

*K. Vavova*

*Prereq: 4 credits in Philosophy.*

*Advisory: The required credits should be from a course with a substantial writing component. If in doubt ask instructor.*

**PHIL-272 Metaphysics**

*Not Scheduled for This Year. Credits: 4*

Metaphysics is the study of what world is like. This course will survey of some major topics in metaphysics, with a particular focus on radical metaphysical arguments – arguments that call into question our most basic beliefs about the world. Examples of questions that we will consider include: Do ordinary objects exist? Is there anything that makes persons distinct from other sorts of objects? Could things have been different than the way they in fact are? In answering these questions we will investigate the nature of composite objects, the criteria for personal identity, and the metaphysics of causation, laws of nature, and modality.

*Applies to requirement(s): Humanities*

*N. Emery*

**PHIL-273 Philosophy of the Arts**

*Not Scheduled for This Year. Credits: 4*

The purpose of this course is to explore philosophical problems concerning the arts and aesthetic experience. Some questions to be explored include: What is the difference between beauty and moral goodness? Can artistic taste be objective? What does it mean for a work of music to be 'sad'? Are the intentions of artists relevant to appreciation? What is the purpose of art criticism? How do pictures represent their objects? Readings will be drawn from both historical and contemporary philosophical writings.

*Applies to requirement(s): Humanities*

*J. Harold*

**PHIL-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**PHIL-327 Advanced Logic**

*Not Scheduled for This Year. Credits: 4*

This course uses the predicate calculus to present a careful development of formal elementary number theory, and elementary recursion theory, culminating in a proof of Gödel's incompleteness results. It includes some discussion of the philosophical significance of these results for the foundations of mathematics.

*Applies to requirement(s): Humanities*

*S. Mitchell*

*Prereq: PHIL-225.*

**PHIL-328 Non-Classical Logic**

*Fall. Credits: 4*

This course looks at the recent flowering of non-classical logics. The most prominent are modal logics concerning necessity and possibility, which have come to dominate work in metaphysics and epistemology. Conditional logics, intuitionist logics, and relevance logics have also become important. These logics are particularly useful in graduate-level classes in philosophy but also are interesting in their own right.

*Applies to requirement(s): Humanities*

*S. Mitchell*

*Prereq: 4 credits from Philosophy, Mathematics, or Computer Science department.*

*Advisory: One course in Logic, Mathematics, Computer Science or Philosophy*  
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**PHIL-334 Topics in Ethics****PHIL-334HC Topics in Ethics: 'The Ethics of Having Children'***Not Scheduled for This Year. Credits: 4*

Few choices have as much of an impact on ourselves and others as those we make about having children. In this course, we will discuss the ethics of issues such as procreation, pregnancy, surrogacy, adoption, genetic modification, and our obligations to future generations. In the process, we will explore deep and challenging issues such as the nature of harm, value, and personal identity. The course format will consist in discussions of contemporary books and articles.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**The department**Prereq: 8 credits from the Philosophy department.***PHIL-334MA Topics in Ethics: 'Immoral Art'***Fall. Credits: 4*

From Plato's attacks on Homer's poems to the protests against D.W. Griffith's racist film *The Birth of a Nation* to the recent spotlight cast by the #metoo movement, it is clear that the relationship between art and morality is a difficult one. Are some works of art inherently immoral? If so, why? What should we say about works of art that are created by immoral artists? Or works that have morally troubling social effects? What is the relationship between an artwork's moral status and its value as a work of art? Are moral and aesthetic judgments objective? How are they related? We will survey the current state of the philosophical debate over the conflict between moral and aesthetic value.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**J. Harold**Prereq: 8 credits from the Philosophy department.**Advisory: One previous course in ethics or philosophy of art; at least one course in philosophy that is writing-intensive.***PHIL-350 Topics in Philosophy****PHIL-350BA Topics in Philosophy: 'Reasons for Belief and Action'***Not Scheduled for This Year. Credits: 4*

Your friend wrote a tacky song. Should you believe it's a masterpiece? (She is your friend, after all). You're about to jump across an icy stream. You're more likely to make it if you believe you can. Should you believe that? Your resolutions to exercise regularly usually fail. Should you believe you will succeed this time? If we say 'yes', what is the relevant sense of 'should'? Are these beliefs rational, or merely beneficial? These cases suggest that there can be different sorts of considerations in favor of belief and action. This course is about how to understand these different sorts of reasons and how these might conflict or interact.

*Applies to requirement(s): Humanities**K. Vavova**Prereq: 8 credits from the Philosophy department.*

*Notes: Professor Vavova is co-teaching a version of this course at Amherst College in fall 2017. Mount Holyoke students can register for this course using the Five College registration system.*

**PHIL-350CA Topics in Philosophy: 'Outside the Western Canon'***Not Scheduled for This Year. Credits: 4*

The goal of this senior seminar is to introduce advanced majors to important philosophical works that lay outside the Western philosophical canon. That canon mostly includes European and American philosophy. All course readings will be from traditions outside that canon (including, for example, African philosophy, Latin American Philosophy, Islamic Philosophy, and Native American philosophy) or be written by members from underrepresented groups. Students who enroll in this course will work collaboratively with the professor to help shape the course, refining together the course syllabus.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Vavova**Instructor permission required.*

*Advisory: If you are interested in enrolling in this course, please e-mail the instructor, evavova@mtholyoke.edu, as soon as possible, preferably during Advising Week, with a statement summarizing your background in philosophy and your interest in topics and figures outside of the Western canon.*

**PHIL-350FR Topics in Philosophy: 'Freedom and Responsibility'***Spring. Credits: 4*

Is free will possible if all our actions are causally determined? Might we be justified in blaming, praising, rewarding, or punishing people even if their actions are not free? Abstract metaphysical questions about freedom intersect in important ways with everyday problems in our relationships with others and our attitudes about moral ignorance, addiction, and madness. This course will examine these issues side by side in the hope of improving our understanding of freedom and responsibility.

*Applies to requirement(s): Humanities**K. Vavova**Prereq: 8 credits from the Philosophy department.**Advisory: The required credits should be from a course with a substantial writing component. If in doubt ask instructor.***PHIL-350SE Topics in Philosophy: 'The Philosophy and Science of Emotion'***Not Scheduled for This Year. Credits: 4*

This course, rooted in an analytical philosophical approach, is an interdisciplinary investigation of emotions. The course goals are to understand emotions, how different academic disciplines approach the study of emotions, and how these perspectives can inform each other. Are emotions primarily bodily responses? Feelings? Thoughts? What role does culture play in shaping emotions? What functions do emotions serve? What can neuroscience tell us about emotions? We will read and critically analyze material from different disciplines including philosophy, psychology, neuroscience, anthropology and evolutionary theory.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**L. Sizer**Prereq: 8 credits in Philosophy or Neuroscience and Behavior, or 4 credits in each.*

*Notes: Assignments include in class presentations and several short and longer papers.*

**PHIL-350TM Topics in Philosophy: 'Philosophy of Time'***Fall. Credits: 4*

Does time flow? What is the difference between the future and the past? Is time travel possible? This course will survey the major topics in the philosophy of time from Augustine's *Confessions* and the Leibniz-Clarke correspondence to relativity theory. Along the way we will take up philosophical issues regarding the relevance of intuition, the nature of causation, determinism, and freedom, and the relationship between science and philosophy.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**N. Emery**Prereq: 8 credits from the Philosophy department.***PHIL-350WU Topics in Philosophy: 'Women and Utopias'***Not Scheduled for This Year. Credits: 4*

While utopian speculation was a noteworthy part of western philosophy from its origins in ancient Greece, it wasn't until the early twentieth century that a utopia was published by a woman. Since then, there have been a number of important, primarily literary works written by women speculating about ideal societies. This course will examine the distinctive traits of these utopias and their differences with the major utopias written by men.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**T. White**Prereq: 8 credits from the Philosophy department.***PHIL-351 Systematic Study of One Philosopher****PHIL-351KA Systematic Study of One Philosopher: 'Kant'***Not Scheduled for This Year. Credits: 4*

Immanuel Kant's *Critique of Pure Reason* is one of the few works in the Western philosophic tradition that fundamentally transformed our understanding of the place of human beings in the world. This seminar involves a careful, critical reading of the text in order to assess the nature and significance of the epistemological and metaphysical views it expounds. There will be frequent, short papers.

*Applies to requirement(s): Humanities**The department**Prereq: PHIL-202 and one additional Philosophy course.***PHIL-353 Topics in Social Philosophy****PHIL-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Courses Meeting Philosophy Area Requirements for the Major

### History of Philosophy

Code	Title	Credits
<b>Philosophy</b>		
PHIL-201	Philosophical Foundations of Western Thought: The Greek Period	4
PHIL-202	Philosophical Foundations of Western Thought: The Modern Period	4
PHIL-212	Philosophical Foundations of Chinese Thought: The Ancient Period	4
PHIL-250AP	Topics in Philosophy: 'History of Analytic Philosophy'	4

PHIL-250UT	Topics in Philosophy: 'Utopian Theory'	4
PHIL-255	Existentialism	4
PHIL-351KA	Systematic Study of One Philosopher: 'Kant'	4

**Ethics and Value Theory**

Code	Title	Credits
<b>Philosophy</b>		
PHIL-205	Ethics	4
PHIL-242	Social and Political Philosophy	4
PHIL-248	Philosophical Issues in Race and Racism	4
PHIL-249	Women and Philosophy	4
PHIL-250AE	Topics in Philosophy: 'Philosophical Issues Concerning Animals'	4
PHIL-260EB	Topics in Applied Philosophy: 'Ethics in Entrepreneurship and Business'	4
PHIL-260ET	Topics in Applied Philosophy: 'Environmental Ethics'	4
PHIL-260GE	Topics in Applied Philosophy: 'Problems in Global Ethics: Climate Change, War, and Poverty'	4
PHIL-260LW	Topics in Applied Philosophy: 'Philosophy of Law'	4
PHIL-260ME	Topics in Applied Philosophy: 'Medical Ethics'	4
PHIL-273	Philosophy of the Arts	4
PHIL-334HC	Topics in Ethics: 'The Ethics of Having Children'	4
PHIL-334MA	Topics in Ethics: 'Immoral Art'	4
PHIL-350BA	Topics in Philosophy: 'Reasons for Belief and Action'	4
PHIL-350FR	Topics in Philosophy: 'Freedom and Responsibility'	4
PHIL-350WU	Topics in Philosophy: 'Women and Utopias'	4

**Theoretical Philosophy**

Code	Title	Credits
<b>Philosophy</b>		
PHIL-209	Theories of Probability and Causation	4
PHIL-222	Philosophy of Quantum Mechanics	4
PHIL-270	Epistemology	4
PHIL-272	Metaphysics	4
PHIL-350BA	Topics in Philosophy: 'Reasons for Belief and Action'	4
PHIL-350FR	Topics in Philosophy: 'Freedom and Responsibility'	4
PHIL-350SE	Topics in Philosophy: 'The Philosophy and Science of Emotion'	4
PHIL-350TM	Topics in Philosophy: 'Philosophy of Time'	4

**Logic**

Code	Title	Credits
<b>Philosophy</b>		
PHIL-210	Logical Thought	4
PHIL-225	Symbolic Logic	4
PHIL-327	Advanced Logic	4
PHIL-328	Non-Classical Logic	4

# Physical Education and Athletics

## Overview and Contact Information

The Department of Physical Education aims to develop in the student an awareness and an intelligent understanding of the need for and effects of healthy physical activity. The instructional program offers opportunities for the student to acquire lifetime sport and movement skills that will enhance the overall quality of life, both now and in the future.

Four physical education units are required of all students, except transfer students and Frances Perkins Scholars who are required to complete two physical education units. Students who do not feel safe in deep water are encouraged to take a swimming course.

Most physical education courses meet two hours a week for one semester, for two physical education units. Some courses, however, meet for half a semester, for one physical education unit.

Fees are indicated where required.

The physical education department does not offer a physical education major, but a student may propose an 18-credit educational studies minor with a concentration in sport pedagogy and coaching. (See the Educational Studies chapter for further information.) Within physical education, one class are offered for academic credit: PHYED-275 Introduction to Sport Pedagogy (4 academic credits). See the end of the physical education listings for this courses.

Courses numbered 100 are at the beginning level; those numbered 200 are intermediate; those numbered 300 are advanced; and those numbered 400 indicate varsity teams and/or special advanced courses.

The second number in each course number indicates a specific area of study as follows: 0, aquatics; 1, dance and individual activities; 2, exercise, fitness, and wellness; 3 and 4, varsity sports; and 5, riding.

## Dance

All Department of Dance technique courses satisfy both academic and physical education requirements. There is no "physical education unit only" option for dance department courses. Students must meet the attendance requirement to receive two physical education units. See Dance (p. 132) for course descriptions.

## Riding

The Equestrian Center and its instructors are licensed by the Commonwealth of Massachusetts. Under Massachusetts law, "an Equine Professional is not liable for an injury to, or death of, a participant in equine activities resulting from the inherent risk of equine activities, pursuant to section 2D of Chapter 128 of the General Laws."

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

All riders must wear properly fitting headgear passing or surpassing current applicable ASTM/SEI standards with harness secured when mounted. With the exception of beginner classes, all riders must have the following riding attire to participate in riding classes: approved helmet, riding breeches, and correct footwear. Correct footwear includes: paddock boots with half chaps or tall riding boots. Full chaps and paddock boots are allowed during cold weather. No tank tops.

All riders must be prepared to allow approximately one half-hour before and after each class to properly groom, tack, and cool out their horse.

Riding is a sport in which the rider's balance and the horse's balance are integrally connected. When a rider's body weight is significantly high in relation to height, the rider may struggle enough with their own balance to endanger both the rider's and horse's safety, especially when learning to ride and when jumping. There are also times when the Equestrian Center does not have horses suitable to carry these riders. With these two facts in mind, the Equestrian Center reserves the right to prohibit students' participation in a riding class or to limit the horses that they ride. The Equestrian Center may also limit the activities in which they may participate within their physical education class if the instructor feels that either the student's or horse's safety and well-being are at risk. The Equestrian Center staff is committed to encouraging fitness through riding and will collaborate with the physical education department to improve any interested student's fitness level for a safe riding experience.

Students with any questions about their riding level should see the Riding Program ([http://athletics.mtholyoke.edu/facilities/equestrian\\_center/riding\\_program](http://athletics.mtholyoke.edu/facilities/equestrian_center/riding_program)) website or email [equestrian@mtholyoke.edu](mailto:equestrian@mtholyoke.edu).

## Contact Information

**Lori Hendricks, Chair**

**Cathleen Smelcer, Academic Department Coordinator**

**Louise Labrie, Academic Department Coordinator**

106 Kendall Sports & Dance Complex

413-538-2310

<https://www.mtholyoke.edu/acad/physicaleducation>

## Faculty

David Allen, Head Swimming and Diving Coach; Senior Lecturer in Physical Education and Athletics

Miriam Esber, Head Lacrosse Coach; Senior Lecturer in Physical Education and Athletics

Kanae Haneishi, Head Soccer Coach; Senior Lecturer in Physical Education and Athletics, Teaching Spring Only

Lori Hendricks, Director of Athletics; Senior Lecturer in Physical Education and Athletics

Summer Hutcheson, Associate Director of Athletics; Senior Lecturer in Physical Education and Athletics

Christine Lee, Head Track Field Coach; Senior Lecturer in Physical Education and Athletics

Ellen Perrella, Head Athletic Trainer; Senior Lecturer in Physical Education and Athletics

Aldo Santiago, Head Tennis Coach; Senior Lecturer in Physical Education and Athletics

Andrea Whitcomb, Head Field Hockey Coach; Senior Lecturer in Physical Education and Athletics

Iris Carpio, Head Volleyball Coach; Lecturer in Physical Education and Athletics

Seth Hussey, Head Rowing Coach; Lecturer in Physical Education and Athletics, On Leave 2018-2019



Erin Robson, Head Squash Coach; Lecturer in Physical Education

Jackie Ward, Head Basketball Coach; Lecturer in Physical Education and Athletics

Joy Collins, Riding Program and Community Lesson Manager, Riding Instructor

Carol Law, Program Director, Riding Instructor

Paula Pierce, Director of Equestrian Center, Riding Instructor

## Course Offerings

### Aquatics

#### PE-101 Beginning Swimming

*Fall and Spring.*

For the student who has little to no experience in the water. Introduces breath control, bobbing and floating. Stresses safety and comfort in the water and covers basic strokes and water entries.

*D. Allen, M. Cooper, M. Toner*

*Notes: 1 PE unit. Half semester. Repeatable.*

#### PE-102 Springboard Diving

*Fall.*

An introduction to the techniques of springboard diving. Includes forward, backward, inward, reverse and twisting dives.

*R. Araujo*

*Notes: 2 PE units. Repeatable.*

#### PE-103 Advanced Beginning Swimming

*Fall and Spring.*

For students who are comfortable in the water with a few basic swimming skills. Reviews the basic front and back strokes, floating and treading water. Introduces additional strokes and techniques.

*M. Cooper, M. Toner*

*Notes: 1 PE unit. Half semester. Repeatable.*

#### PE-104 Scuba Diving

*Fall and Spring.*

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.

*S. Ausevich*

*Notes: 2 PE units. Half semester, fee course. Repeatable.*

#### PE-105 Aqua-Jogging for Fitness

*Not Scheduled for This Year.*

This course will focus on Deep Water Running. The students will be upright in the water utilizing the Aqua Jogging belts provided. Each class will begin with a focus of the day (speed, endurance, strength, flexibility), then a warmup, the workout, followed by a cool-down. Students will be introduced to the following information as it relates to the activity of Aqua-Jogging: heart rate, assessment of perceived exertion, recovery, endurance training, speed training, Fartlek training, strength training and flexibility.

*C. Lee*

*Notes: 1 PE unit. Half-semester. The student must be able to swim safely across the length of the diving well, without the belt, in order to be enrolled in the class. Repeatable.*

#### PE-201 Intermediate Swimming

*Not Scheduled for This Year.*

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.

*D. Allen*

*Notes: 1 PE units. Half semester. Repeatable.*

#### PE-303 Swim and Stay Fit

*Spring.*

Offers conditioning through endurance swimming. Includes instruction on stroke technique.

*M. Toner*

*Advisory: For intermediate and advanced swimmers*

*Notes: 2 PE units. Repeatable.*

#### PE-306 Red Cross Lifeguard Training

*Fall.*

Includes certifications in Lifeguarding, CPR for the Professional Rescuer, and Standard First Aid. Requirements include text and assigned reading and a written and practical final examination.

*D. Allen*

*Advisory: Screening test; for advanced swimmers.*

*Notes: 3 PE units with certification, 2 PE units without. Some classes for the required CPR training portion will meet between 8:00am and 9:50am. Fee course. Repeatable.*

#### PE-307 Water Safety Instruction

*Not Scheduled for This Year.*

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.

*D. Allen, C. Lee*

*Advisory: Minimum 17 years of age, screening test; for advanced swimmers.*

*Notes: 3 PE units with certification, 2 PE units without. Fee course.*

*Repeatable.*

## Exercise, Fitness, and Wellness

#### PE-122 Fitness for Life

*Not Scheduled for This Year.*

Explains the purpose of physical exercise to enable each student to evaluate one's 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.

*The department*

*Notes: 3 PE Units. No repeats.*

#### PE-123 Running for Fitness

*Spring.*

Covers all aspects of running, including gear, training, and running techniques. All levels of runners welcome.

*C. Kibler*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

**PE-125 Weight Training***Fall and Spring.*

Covers basic weight-training techniques and theory. Instructs students in the use of weight machines and a variety of other modalities. Allows students to develop individualized weight-training programs.

*I. Carpio, M. Esber, C. Kibler, J. Ward, A. Whitcomb**Restrictions: This course is limited to first-years and sophomores.**Notes: 1 PE Unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-128 Walking for Fitness***Fall and Spring.*

Covers all aspects of walking, focusing on incorporating walking into a lifetime fitness regimen. Emphasis on cardiovascular fitness by use of heart rate monitoring and perceived exertion. Goals will be set for distance and time.

*I. Carpio, M. Esber, J. Ward**Notes: 1 PE Unit. Half semester. Repeatable.***PE-325 Functional Strength Training***Spring.*

Introduces an integrated, functional approach to strength training that incorporates balance, coordination, and agility. Teaches weight training without machines, using dumbbells, medicine balls, stability balls, and body weight to grow stronger. Mini lectures on a variety of related exercise topics will also be given. This class is designed for students who exercise regularly and have at least a minimal level of fitness.

*E. Perrella**Restrictions: This course is limited to first-years and sophomores.**Notes: 2 PE units. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***Dance and Individual Activities****PE-110 Hiking in the Pioneer Valley***Fall.*

This course will introduce and develop an understanding of the activity of hiking by presenting the basics in the form of lecture and activity. It will cover safety, equipment, and planning trips. Course will consist of local hikes.

*M. Esber, L. Hendricks**Restrictions: This course is limited to first-years and sophomores.**Notes: 2 PE units. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-111 RAD (Rape Aggression Defense) Self Defense***Fall and Spring.*

This course is part of a nationally-recognized program in Rape Aggression Defense (RAD). It will cover "streetwise" self-defense techniques, including stances, blocking, kicking, striking, voice commands and ground defense. It will also impart techniques for risk awareness, risk recognition and risk reduction. The semester's study concludes with an optional full contact self-defense simulation.

*B. Arrighi**Restrictions: This course is limited to first-years and sophomores.**Notes: 1 PE unit. Half semester; course fee \$25; RAD manual \$5; repeatable; dress comfortably with athletic shoes with non-marking soles. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-112 Yoga***Fall and Spring.*

Yoga is an ancient practice from India that develops a balance of physical strength and flexibility and promotes evenness of mind. This class introduces and builds on 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.

*K. Haneishi, L. Cameron**Restrictions: This course is limited to first-years and sophomores.**Notes: 1 PE unit. Half semester. Fee: \$25. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-114 T'ai Chi (Taijiquan)***Fall and Spring.*

T'ai Chi (Taijiquan) is a slow movement exercise that stimulates energy (Qi). This course introduces the Yang-style form, which includes a sequential pattern of movements that builds strength and flexibility, increases internal energy, and promotes a peaceful feeling in body and mind.

*M. Kinuta**Restrictions: This course is limited to first-years and sophomores.**Notes: 1 PE unit. Half semester. Fee: \$25. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-126 Pilates***Fall and Spring.*

The Pilates Method offers a slow-building repertoire of stabilizing and mobilizing exercises that work the entire body. Focus is on use of breath, core strength, and full body connection. Students will learn and build on the basic exercises that strengthen the major muscle groups of the body creating length and flexibility in an integrated way.

*J. Carey**Restrictions: This course is limited to first-years and sophomores.**Notes: 1 PE unit. Repeatable. Half semester. Fee: \$25. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.***PE-211 RAD (Rape Aggression Defense) Keychain Self Defense***Spring.*

This six-week course is a continuation of the RAD Self-Defense 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 oneself, by nullifying any power/strength imbalance between oneself and the attacker.

*B. Arrighi**Restrictions: This course is limited to first-years and sophomores.**Prereq: PE-111.**Advisory: Completion of a basic RAD self defense class.**Notes: 1 PE unit. Half semester. Course fee \$25; RAD manual and Kubotan \$10; dress comfortably with athletic shoes with non-marking soles.**Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

## Sports

### PE-130 Table Tennis

*Fall and Spring.*

This course is an introduction to the game of table tennis. The grip, basic rules, serve, forehand and backhand will be introduced. Designed for students who have little or no table tennis experience.

*I. Carpio, M. Esber, J. Ward, A. Whitcomb*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

### PE-131 Beginning Tennis

*Fall and Spring.*

This course is an introduction to the game of tennis. It covers the basic skills, rules and strategy of singles and doubles. It is designed for beginning players with little or no tennis experience.

*A. Santiago*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 2 PE units. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

### PE-132 Soccer

*Spring.*

Covers basic technique and strategies as well as the rules of the game. Designed for those with little or no previous experience.

*K. Haneishi*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

### PE-133 Canoeing

*Fall.*

This course will provide basic skills and knowledge necessary for safe enjoyment of recreational flat water canoeing. It will cover basic tandem bow and stern strokes. It will provide students with the awareness of common hazards associated with the sport and develop the safety knowledge to avoid such hazards.

*S. Hussey, C. Kibler*

*Restrictions: This course is limited to first-years and sophomores.*

*Advisory: Must be a swimmer; swim test given at first class meeting.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

### PE-134 Badminton

*Fall and Spring.*

This course is an introduction to the game of badminton. Teaches and builds on the skills, rules and strategy of singles and doubles.

*I. Carpio, M. Esber, J. Ward*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

### PE-135 Volleyball

*Spring.*

Covers and builds on basic skills and strategies of volleyball.

*I. Carpio*

*Restrictions: This course is limited to first-years and sophomores.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

### PE-136 Fencing

*Fall and Spring.*

Covers the basics of Olympic-style fencing. You will learn the basic movements and principles of foil fencing and progress to bouting and refereeing one another's bouts. It is recommended that students who take the first half semester (section 01) also take the second half (02). The second half semester will build on the skills learned in the first half, with the addition of strategy and additional techniques, with plenty of bouting and will culminate in an in-class tournament at the end of the semester.

*D. McMenamin*

*Notes: 1 PE Unit. Half semester. Fee: \$25. Repeatable.*

### PE-137 Golf

*Fall and Spring.*

Covers the fundamentals and builds on: complete swing, golf course etiquette, golf rules. Classes meet at golf course.

*T. Walko*

*Notes: 1 PE unit. Half semester; equipment provided; fee: \$25. Repeatable.*

### PE-138 Basketball

*Spring.*

Basketball is a team sport that is played in a five on five format with all players playing both offense and defense. This course is designed for people who have limited experience of the game. Students of this class will be given the opportunity to develop knowledge, skills, and techniques of basketball.

*J. Ward*

*Notes: 1 PE unit. Repeatable.*

### PE-140 Indoor Rowing

*Not Scheduled for This Year.*

Rowing is a lifelong activity that provides great cardiovascular conditioning as well as an overall muscular workout. This course will introduce or perfect the participant's rowing stroke in the rowing tank or on the rowing machines (ergometers). Proper stretching and strategies for working out will also be discussed.

*S. Hussey*

*Notes: 1 PE unit. Half semester. Repeatable.*

### PE-144 Racquetball

*Fall.*

This course is an introduction to the game of racquetball. Covers and builds on basic strokes, rules, and strategy.

*A. Whitcomb*

*Notes: 1 PE unit. Half semester. Repeatable.*

**PE-146 British Racketball***Fall and Spring.*

This course is an introduction to the game of British racketball which is a game that combines racquetball with a slower ball played on the squash court. The course will cover the techniques, rules, and strategy of racketball. This course is ideal for those with little or no racketball/racquetball experience.

*E. Robson**Restrictions: This course is limited to first-years and sophomores.*

*Notes: 1 PE unit. Half semester. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

**PE-147 Squash***Fall and Spring.*

Squash is a course that reviews all of the basic shots, techniques, and strategies for the game of squash. This course is appropriate for students with or without experience in squash or other racquet sports.

*E. Robson**Restrictions: This course is limited to first-years and sophomores.*

*Notes: 2 PE units. Repeatable. Seats will open to all class years during the second week of pre-registration; additional reserved seats for first-years will open for first-year preregistration.*

**PE-231 Intermediate Tennis***Fall and Spring.*

Reviews the basic strokes. Emphasizes the lob, overhead, return of serve, and strategy for both singles and doubles.

*A. Santiago**Prereq: PE-131.**Notes: 2 PE units. Repeatable.***Riding****PE-051 Beginning Riding: An Introductory Course***Fall and Spring.*

Teaches safety and general procedures in handling, grooming, and tacking the horse. Allows mounted students to learn and practice the basic riding position and communication aids for stopping, going and turning at the walk and trot. Instruction will be multidisciplinary. Special emphasis on horse care and overall stable management, with one meeting per week unmounted. For those with no prior horse experience and/or no formal riding instruction.

*E. Donaldson, R. Sattler, S. Trase**Notes: 2 PE Units. Riding fee \$765; two 60-minute meetings. Repeatable.***PE-052 Beginning Riding II***Fall and Spring.*

Continues to teach unmounted safe handling and tacking procedures. Reviews basic riding position and the proper aids for the walk and trot with emphasis on greater control and harmony with the horse. Introduces canter work and the jumping position.

*E. Donaldson, S. Trase**Notes: 2 PE Units. Riding fee \$765; two 60-minute meetings. Repeatable.***PE-151 Low-Intermediate Riding***Fall and Spring.*

Teaches students to improve control of the horse on the flat and may introduce 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 beginning canter.

*E. Donaldson, R. Sattler**Notes: 2 PE units. Riding fee \$765. Two 60 minute classes. Repeatable.***PE-155 Novice Western Riding***Fall and Spring.*

For the rider who would like to develop western riding skills including horsemanship, showmanship, trail and pattern work. Riders must be able to walk, jog and lope.

*E. Donaldson**Advisory: Riders must be able to walk, jog, and lope.**Notes: 2 PE units. Riding fee \$765. Repeatable.***PE-251 Intermediate Riding***Fall and Spring.*

Focuses on improving the rider's effective use of the aids to influence the horse and on developing a secure position and balance. For those capable of riding on the flat and over two-foot jumps, while maintaining control of the horse.

*J. Collins, K. Crutchfield, C. Law, R. Sattler**Notes: 2 PE units. Riding fee \$765. Repeatable.***PE-252 Introduction to Dressage***Fall and Spring.*

Teaches riders with a solid mastery of riding at all three gaits and how to begin to put a horse on the bit. Teaches students how to correctly ride the dressage movements required at the lower training levels while focusing on confidence.

*J. Lee**Advisory: Must be able to walk-trot-canter.**Notes: 2 PE units. Riding fee \$765. Repeatable.***PE-351 High-Intermediate Riding***Fall and Spring.*

Emphasizes maintaining proper position and balance at all paces and over more complex courses. Focuses on riding technique to persuasively influence the horse's movements. Riders taking this class should be capable of jumping a three-foot course and riding more athletic horses.

*N. Cannici, C. Law*

*Notes: 2 PE units. Riding fee \$765. Two 60 minute classes. Combined with PE-451. Repeatable.*

**PE-352 Intermediate Dressage***Fall and Spring.*

Teaches riding to students 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.

*J. Lee, P. Pierce**Notes: Riding fee \$765. Combined with PE-452. Repeatable.***PE-356 High Intermediate/Advanced Dressage***Spring.*

For dressage riders at the high intermediate and advanced levels who are interested in a once-per-week riding class. Riders will work to confidently influence horses at all three gaits and perform dressage movements with the correct application and timing of the aids.

*J. Lee**Instructor permission required.*

*Advisory: Riders should be capable of riding upper training or first level at a minimum.*

*Notes: 1 PE unit. Riding Fee \$425.*



**PE-451 Advanced Riding***Fall and Spring.*

Develops the art of communication with the horse for improved harmony through effective use of legs, seat, and hands in dressage and when jumping. Riders taking this course should be capable of jumping a 3'3" to 3'6" course.

*N. Cannici, C. Law**Notes: 2 PE units. Riding fee \$765. Combined with PE-351. Repeatable.***PE-452 Advanced Dressage***Fall and Spring.*

For experienced dressage riders to improve understanding of straightness, rhythm, obedience, and suppleness. The goal is to improve application of aids through a balanced and effective seat. Riders at this level must have experience riding First Level movements or above.

*J. Lee**Instructor permission required.**Notes: 2 PE units. Riding Fee \$765. Combined with PE-352. Repeatable.***PE-455 Bringing Dressage Theory to Life***Fall and Spring.*

This advanced riding course will explore a series of principles and movements in classical dressage and advanced flatwork and will apply this knowledge in mounted sessions with some unmounted lecture sessions.

*J. Lee**Instructor permission required.**Notes: 2 PE units. Riding Fee \$765. Two 60 minute classes.***PE-459 Private Riding Instruction****PE-459RA Private Riding Instruction 2x/week***Fall and Spring.*

Private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horses or those with access to privately owned horses.

*J. Collins, K. Crutchfield, E. Donaldson, C. Law, J. Lee, P. Pierce, R. Sattler**Instructor permission required.**Notes: 2 PE units. 17 lessons. Riding fee \$1360. Repeatable.***PE-459RB Private Riding Instruction 1x/week***Fall and Spring.*

Private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horse or those with access to privately owned horses.

*J. Collins, K. Crutchfield, E. Donaldson, C. Law, J. Lee, P. Pierce, R. Sattler**Instructor permission required.**Notes: 1 PE unit. 9 lessons; riding fee \$720. Repeatable.***PE-461 Semi-Private Riding 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.

**PE-461RA Semi-Private Riding Instruction 2x/week***Fall and Spring.*

Semi-private instruction available by arrangement and permission of instructor. Until further notice, semi-private lessons are only available for those with their own horses or those with access to privately owned horses.

*J. Collins, K. Crutchfield, E. Donaldson, C. Law, J. Lee, P. Pierce, R. Sattler**Instructor permission required.**Notes: 2 PE units. 17 lessons (45-60 minutes), twice per week. Riding fee \$935. Repeatable.***PE-461RB Semi-Private Riding Instruction 1x/week***Fall and Spring.*

Semi-private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horses or those with access to privately owned horses.

*J. Collins, K. Crutchfield, E. Donaldson, C. Law, J. Lee, P. Pierce, R. Sattler**Instructor permission required.**Notes: 1 PE unit. 9 lessons (45-60 minutes); once per week. Riding fee \$495. Repeatable.***Academic Courses****PHYED-275 Introduction to Sport Pedagogy***Spring. Credits: 4*

This course is designed to introduce students to the many facets of sport pedagogy and coaching. Our focus is the strategies and styles of coaching youth sports. Topics include coaching philosophy, motor learning, anatomy and physiology, biomechanics, sport psychology and risk management/liability. Other topics include the benefits of playing sports, developing age-appropriate instruction and training, goal setting, effective feedback, special issues in coaching children, and coaches as role models for children. In a local school system, we will apply the concepts and theories learned, by developing and implementing lesson plans to introduce various athletic skills and sports.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**D. Allen**Notes: No PE units awarded.***PHYED-295 Independent Study***Fall and Spring. Credits: 2 - 4**The department**Instructor permission required.***PHYED-395 Independent Study***Fall and Spring. Credits: 4 - 8**The department**Instructor permission required.***Athletics****PE-401 Intercollegiate Swimming and Diving Team***Spring.*

The intercollegiate swimming and diving teams are comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*D. Allen**Notes: 2 PE units. Team selection by tryouts. Repeatable.***PE-423 Intercollegiate Cross-Country Running Team***Fall.*

Includes five to seven meets. Seven Sisters Invitational Tournament, New England Championships, and NEWMAC Championship.

*C. Kibler**Advisory: Team selection by tryouts.**Notes: 2 PE units. 5 meetings. Repeatable.*

**PE-431 Intercollegiate Tennis Team***Fall and Spring.*

The intercollegiate tennis team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*A. Santiago*

*Notes: 1 PE unit for fall participation. 1 PE unit for spring participation. Team selection by tryouts. Repeatable.*

**PE-432 Intercollegiate Soccer Team***Fall.*

Includes fourteen-game schedule. NEWMAC Championship.

*K. Haneishi*

*Advisory: Team selection by tryouts.*

*Notes: 2 PE units. 5 meetings. Repeatable.*

**PE-435 Intercollegiate Volleyball Team***Fall.*

Includes 18- to 20-match schedule. Seven Sisters Tournament, Volleyball Hall of Fame Invitational, and NEWMAC Championship.

*I. Carpio*

*Advisory: Team selection by tryouts.*

*Notes: 2 PE units. 5 meetings. Repeatable.*

**PE-437 Intercollegiate Golf Team***Fall and Spring.*

The intercollegiate golf team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks.

Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*T. Walko*

*Notes: 1 PE unit for fall participation. 1 PE unit for spring participation. Team selection by tryouts. Repeatable.*

**PE-438 Intercollegiate Basketball Team***Spring.*

The intercollegiate basketball team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*J. Ward*

*Notes: 2 PE units. Team selection by tryouts; 5 meetings. Repeatable.*

**PE-441 Intercollegiate Rowing Team***Fall and Spring.*

The intercollegiate rowing team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*S. Hussey, C. Murphy*

*Notes: 1 PE unit for fall participation. 1 PE unit for spring participation. Team selection by tryouts. Repeatable.*

**PE-442 Intercollegiate Squash Team***Spring.*

The intercollegiate squash team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*E. Robson*

*Notes: 2 PE units. Team selection by tryouts. Repeatable.*

**PE-443 Intercollegiate Track and Field Team***Spring.*

The intercollegiate track and field team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*C. Kibler*

*Notes: 2 PE units. Team selection by tryout; 5 meetings. Repeatable.*

**PE-445 Intercollegiate Lacrosse Team***Spring.*

The intercollegiate lacrosse team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*M. Esber*

*Notes: 2 PE units. Team selection by tryouts; 5 meetings. Repeatable.*

**PE-446 Intercollegiate Field Hockey Team***Fall.*

Includes 18-game schedule. Seven Sisters Tournament and NEWMAC Championship.

*A. Whitcomb*

*Advisory: Team selection by tryouts.*

*Notes: 2 PE units. 5 meetings. Repeatable.*

**PE-458 Intercollegiate Riding Team***Fall and Spring.*

The intercollegiate riding team is comprised of student-athletes with varsity or club experience at the secondary level. Seasons are 18 or 19 weeks. Mandatory practices and/or competitions occur six days per week. If you have not been recruited to participate on a varsity team, contact the head coach for more information.

*C. Law*

*Instructor permission required.*

*Notes: 1 PE unit. Repeatable.*

## Physics

### Overview and Contact Information

Consulting with a departmental advisor, the student may design their major curriculum for various purposes. They may take the courses necessary to prepare for graduate study in physics or closely related fields (including engineering), or they may plan a program that, together with courses from other disciplines, prepares them 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.

## See Also

- Engineering (p. 150)
- Dual-Degree in Engineering (p. 10)

## Contact Information

**Katherine Aidala, Chair**

**Nicole Amrani, Academic Department Coordinator**

206 Kendade Hall

413-538-2238

<https://www.mtholyoke.edu/acad/physics>

## Faculty

**This area of study is administered by the Department of Physics:**

Katherine Aidala, Professor of Physics

Mark Peterson, Professor of Physics and Mathematics on the Alumnae Foundation

Alexi Arango, Associate Professor of Physics

Kerstin Nordstrom, Clare Boothe Luce Assistant Professor of Physics

Spencer Smith, Assistant Professor of Physics

## Requirements for the Major

A minimum of 37 credits:

Code	Title	Credits
As a prerequisite for PHYS-110:		
MATH-101	Calculus I	
PHYS-110	Force, Motion, and Energy <sup>1</sup>	4
PHYS-201	Electromagnetism <sup>1</sup>	4
PHYS-205	Introduction to Mathematical Methods for Scientists	4
PHYS-210	Waves and Optics	4
PHYS-250	Quantum Mechanical Phenomena	4
PHYS-231	Techniques of Experimental Physics <sup>2</sup>	1
Students must also take two of:		8
PHYS-315	Analytical Mechanics	
PHYS-325	Electromagnetic Theory	
PHYS-326	Statistical Mechanics and Thermodynamics	
<b>Laboratory Work:</b>		
PHYS-220	Intermediate Lab in Physics	4
or PHYS-308	Electronics	
And 4 additional credits of laboratory work from:		4
PHYS-295	Independent Study	
PHYS-295P	Independent Study with Practicum	
PHYS-395	Independent Study	
PHYS-395P	Independent Study with Practicum	
PHYS-220 or PHYS-308, if you didn't count it already above		
or laboratory courses offered at other institutions, as arranged on a case-by-case basis. <sup>3</sup>		
Total Credits		37

- <sup>1</sup> 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
- <sup>2</sup> PHYS-231 should be taken during the junior or senior year
- <sup>3</sup> As arranged on a case-by-case basis
- <sup>4</sup> PHYS-336 (offered in alternate years) is recommended, as is MATH-211.

## Additional Specifications

- 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 materials science might reasonably replace PHYS-315 with CHEM-208.
- Up to 4 credits of PHYS-295P or PHYS-395P may be earned through summer research, following college guidelines for awarding PHYS-295P/PHYS-395P credit. Note that PHYS-295P and PHYS-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 PHYS-295P or PHYS-395P.
- Normally, no more than 12 credits of PHYS-295, PHYS-295P, PHYS-395, or PHYS-395P will count towards the major.
- Physics majors are also encouraged to take CHEM-101 and/or CHEM-201 (General Chemistry I and II).
- MATH-203 (Calculus III – multivariate calculus) and MATH-211 (linear algebra), 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.
- For advising purposes, several Plans of Study (p. 98), showing recommended sequences of course-taking to complete the major are available.

## Sample Plans of Study for the Physics Major

*Courses with a footnote 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:

Code	Title	Credits
PHYS-220	Intermediate Lab in Physics	4
PHYS-295	Independent Study	1-4
PHYS-308	Electronics	4
PHYS-336	Quantum Mechanics	4

PHYS-395	Independent Study	1-8
Or a wide range of Five College options		

For students beginning physics in the first semester of the first year:

First Year		
Fall	Credits Spring	Credits
PHYS-110 <sup>1</sup>	4 PHYS-201 <sup>1</sup>	4
MATH-102	4 MATH-203	4
	8	8
Sophomore		
Fall	Credits Spring	Credits
PHYS-205 <sup>1</sup>	4 PHYS-250 <sup>1</sup>	4
PHYS-210 <sup>1</sup>	4 PHYS-315	4
	8	8
Junior		
Fall	Credits Spring	Credits
PHYS-308 (or elective)	4 PHYS-220 (or elective)	4
PHYS-326	4 PHYS-336	4
	8	8
Senior		
Fall	Credits Spring	Credits
PHYS-325	4 PHYS-395	1-8
PHYS-395	1-8 Physics elective	
	5-12	1-8
Total Credits 54-68		

<sup>1</sup> Required for the major

For students beginning physics in the second semester of the first year:

First Year		
Fall	Credits Spring	Credits
MATH-102	4 MATH-102	4
	PHYS-110 <sup>1</sup>	4
	4	8
Sophomore		
Fall	Credits Spring	Credits
PHYS-201 <sup>1</sup>	4 PHYS-220 (or elective)	4
PHYS-205 <sup>1</sup>	4 PHYS-315	4
	8	8
Junior		
Fall	Credits Spring	Credits
PHYS-210 <sup>1</sup>	4 PHYS-250 <sup>1</sup>	4
PHYS-395 or 308	1-8 Physics elective	
	5-12	4
Senior		
Fall	Credits Spring	Credits
PHYS-325	4 PHYS-395	1-8
PHYS-326	4 Physics elective	
	8	1-8
Total Credits 46-60		

<sup>1</sup> Required for the major

For students beginning physics in the first sophomore semester:

First Year		
Fall	Credits Spring	Credits
MATH-101	4 MATH-102	4
	4	4
Sophomore		
Fall	Credits Spring	Credits
PHYS-110 <sup>1</sup>	4 PHYS-201 <sup>1</sup>	4
	4	4
Junior		
Fall	Credits Spring	Credits
PHYS-205 <sup>1</sup>	4 PHYS-220 (or elective)	4
PHYS-210 <sup>1</sup>	4 PHYS-250 <sup>1</sup>	4
	8	8
Senior		
Fall	Credits Spring	Credits
PHYS-325	4 PHYS-395	1-8
PHYS-326	4 Physics elective	
PHYS-395 or 308	1-8	
	9-16	1-8
Total Credits 42-56		

<sup>1</sup> Required for the major

- PHYS-231 should be taken during the junior or senior year
- PHYS-336, offered in alternate years, is recommended, as is MATH-211.

Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
Normally, courses for the minor consist of: <sup>1</sup>		
PHYS-201	Electromagnetism	4
Any three of:		12
PHYS-205	Introduction to Mathematical Methods for Scientists	
PHYS-210	Waves and Optics	
PHYS-250	Quantum Mechanical Phenomena	
PHYS-308	Electronics	
Total Credits		16

<sup>1</sup> Other combinations of courses are also possible with permission of the department chair. Courses must be at or above the 200 level in Physics

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. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is available in other sections of the catalog, and consult Professor Lawrence in the psychology and education department.

Licensure also requires a formal application, as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the physics department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice

### Getting Started in Physics

Entering students considering a major in physics are strongly urged to take PHYS-110 in the first year. While it is possible to complete the major by taking PHYS-110 and PHYS-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.

### Introductory Courses and Distribution Requirements

PHYS-100–PHYS-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.

PHYS-110–PHYS-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 PHYS-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. PHYS-110 and PHYS-201 do not cover the full range of topics on the MCAT syllabus; the PHYS-100 and PHYS-150 sequence has a better coverage of these topics.

## Course Offerings

### PHYS-100 Foundations of Physics

*Fall. Credits: 4*

This course studies a variety of topics in physics unified by the physical notions of force, energy, and equilibrium. Mathematics is used at the level of geometry, proportion, and dimensional analysis. Topics, drawn from the MCAT syllabus, include geometrical optics, time, oscillation, statics, elasticity, conservation of energy, and fluids.

*Applies to requirement(s): Math Sciences*

*K. Nordstrom*

*Coreq: PHYS-100L.*

### PHYS-104 Renewable Energy

*Spring. Credits: 4*

We will examine the feasibility of converting the entire energy infrastructure of the US from one that is dependent on fossil fuels to one that utilizes mostly renewable sources of energy. We will examine the potential scale of energy production and the associated costs, natural resource requirements and land usage needs for both renewables, such as solar, wind and biofuel, and non-renewables, such as coal, natural gas, petroleum and nuclear. By applying extensive use of basic algebra and an elementary understanding of the physical processes underpinning each energy technology, we will arrive at a number of urgent conclusions about the challenges facing our energy infrastructure.

*Crosslisted as: ENVST-104*

*Applies to requirement(s): Math Sciences*

*A. Arango*

### PHYS-110 Force, Motion, and Energy

*Fall and Spring. Credits: 4*

Studies the mechanics of material objects. Topics include Newton's laws, projectile motion, circular motion, momentum, kinetic and potential energy, angular momentum, gravitation, and oscillations. This course is appropriate for students intending to major in a physical science.

*Applies to requirement(s): Math Sciences*

*S. Smith*

*Prereq: MATH-101 or equivalent. Coreq: PHYS-110L.*

*Advisory: Knowledge of calculus as demonstrated by MATH-101 or equivalent.*

### PHYS-141 Interweaving Themes in Physics and Art

*Not Scheduled for This Year. Credits: 4*

Physics and Art represent the world in seemingly different ways, however they share many common themes: the guiding role of symmetry, the tension between order and disorder, and the emergence of structure from many simple constituents. We will explore some of the big ideas in physics, including quantum mechanics, relativity, entropy, and chaos theory, by looking at how these underlying themes are represented in the visual arts. Islamic tessellations, Japanese Suminagashi paper marbling, as well works by contemporary artists such as Tara Donovan will guide us toward an intuitive understanding of some of the most exciting ideas in physics without the need for any prior physics background.

*Applies to requirement(s): Math Sciences*

*S. Smith*

### PHYS-150 Phenomena of Physics

*Spring. Credits: 4*

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 100, the applicable mathematics is geometry, proportion, and dimensional analysis.

*Applies to requirement(s): Math Sciences*

*K. Nordstrom*

*Prereq: PHYS-100 or PHYS-110. Coreq: PHYS-150L.*

### PHYS-201 Electromagnetism

*Fall and Spring. Credits: 4*

Topics include: electromagnetism, emphasizing fields and energy; electrostatics; electric circuits; magnetism; induction; and electromagnetic radiation. Additional topics chosen according to the interests of the class and instructor.

*Applies to requirement(s): Math Sciences*

*A. Arango*

*Prereq: PHYS-110 and MATH-102. Coreq: PHYS-201L.*

**PHYS-205 Introduction to Mathematical Methods for Scientists***Fall. Credits: 4*

Topics include infinite series, complex numbers, partial differentiation, multiple integration, selected topics in linear algebra and vector analysis, ordinary differential equations, and Fourier series. The course includes a brief introduction to Mathematica and Matlab, in addition to a traditional emphasis on analytic solutions.

*Applies to requirement(s): Math Sciences**S. Smith*

*Prereq: PHYS-201 (or concurrent enrollment with permission). Coreq: PHYS-205L.*

**PHYS-210 Waves and Optics***Fall. Credits: 4*

A comprehensive treatment of wave phenomena, particularly light, leading to an introductory study of quantum mechanics. Topics include wave propagation, polarization, interference and interferometry, diffraction, and special relativity.

*Applies to requirement(s): Math Sciences**A. Arango*

*Prereq: Electromagnetism (PHYS-201) and Intro to Math Methods (PHYS-205) or concurrent enrollment in PHYS-205 with permission.*

**PHYS-220 Intermediate Lab in Physics***Spring. Credits: 4*

This lab-based course is an introduction to modern, investigative, experimental physics. The course is intended as a bridge between the structured introductory lab experience and independent research. Students will engage in a semester-long experimental project, participating in experimental design, construction, debugging and implementation. Students will practice presenting and interpreting experimental results and will be encouraged to develop follow-up experimental questions of their own. This course will also introduce students to scientific communication skills, and is speaking- and writing-intensive.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**N. Abraham**Prereq: PHYS-201.***PHYS-231 Techniques of Experimental Physics***Fall and Spring. Credits: 1*

Provides training in the techniques employed in the construction of scientific equipment.

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

*Restrictions: This course is limited to Physics majors.; This course is open to juniors and seniors*

*Notes: 1 meeting (2 hours) for 3 weeks. Credit/no credit grading.***PHYS-250 Quantum Mechanical Phenomena***Spring. Credits: 4*

This course provides an introduction to quantum mechanics. The Uncertainty Principle, Schrodinger's Equation, and the hydrogen atom are studied in depth, with emphasis on angular momentum, electron spin, and the Pauli Exclusion Principle.

*Applies to requirement(s): Math Sciences**N. Abraham**Prereq: PHYS-205 and PHYS-210.***PHYS-290 Advanced Laboratory Practicum***Spring. Credits: 1 - 8*

This course is a hands-on practicum, intended to introduce students to the practice of modern physics research. Depending on student interest, topics include external research seminars by practitioners in the field, training in oral and written scientific communication, presentation and interpretation of research results, scientific modeling, and hands-on experimental skills. Research projects are an integral part of this course; credit will be apportioned in relation to the intensity of the project.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department**Instructor permission required.**Notes: Repeatable for credit.***PHYS-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***PHYS-295P Independent Study with Practicum***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***PHYS-308 Electronics***Fall. Credits: 4*

This course is a study of electrical circuits and components with emphasis on the underlying physical principles; solid-state active devices with applications to simple systems such as linear amplifiers; feedback-controlled instrumentation; and analog and digital computing devices.

*Applies to requirement(s): Math Sciences**K. Aidala**Prereq: PHYS-150 or PHYS-201.**Notes: Meetings combine lecture and hands-on lab***PHYS-315 Analytical Mechanics***Spring. Credits: 4*

Newton's great innovation was the description of the world by differential equations, the beginning of physics as we know it. This course studies Newtonian mechanics for a point particle in 1, 2, and 3 dimensions, systems of particles, rigid bodies, and the Lagrangian and Hamiltonian formulations.

*Applies to requirement(s): Math Sciences**S. Smith**Prereq: PHYS-205.***PHYS-325 Electromagnetic Theory***Fall. Credits: 4*

This course presents the development of mathematical descriptions of electric and magnetic fields; study of interactions of fields with matter in static and dynamic situations; mathematical description of waves; and development of Maxwell's equations with a few applications to the reflection and refraction of light and microwave cavities.

*Applies to requirement(s): Math Sciences**M. Peterson**Prereq: Intro to Math Methods (PHYS-205).*

**PHYS-326 Statistical Mechanics and Thermodynamics***Fall. Credits: 4*

This course presents thermodynamic and statistical descriptions of many-particle systems. Topics include classical and quantum ideal gases with applications to paramagnetism; black-body radiation; Bose-Einstein condensation; and the Einstein and Debye solid; the specific heat of solids.

*Applies to requirement(s): Math Sciences**K. Nordstrom*

*Prereq: Quantum Mechanical Phenomena (PHYS-250) and Intro to Math Methods (PHYS-205) or permission from department.*

**PHYS-328 From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering***Not Scheduled for This Year. Credits: 4*

The performance of many engineered devices is dependent on macroscopic factors (pressure, temperature, flow, conductivity). As a result, engineers often model devices macroscopically considering atomistic level details only through fixed parameters. These parameters do not always capture the full atomistic level picture. More accurate multi-scale approaches for modeling macroscopic properties use basic atomistic level chemistry at key points in larger scale simulations. This course is an introduction to such approaches focusing on fuel cells as a concrete example. Basic scientific principles will be developed along side of basic engineering principles through project/case studies.

*Crosslisted as: CHEM-328**Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Gomez**Prereq: MATH-102 and PHYS-201.***PHYS-329 Advanced Physics****PHYS-336 Quantum Mechanics***Spring. Credits: 4*

This course is an introduction to formal quantum theory: the wave function and its interpretation, observables and linear operators, matrix mechanics and the uncertainty principle; solutions of one-dimensional problems; solutions of three-dimensional problems and angular momentum; and perturbative methods.

*Applies to requirement(s): Math Sciences**M. Peterson**Prereq: PHYS-250.***PHYS-390 Advanced Laboratory Practicum***Spring. Credits: 1 - 8*

This course is a hands-on practicum, intended to introduce students to the practice of modern physics research. Depending on student interest, topics include external research seminars by practitioners in the field, training in oral and written scientific communication, presentation and interpretation of research results, scientific modeling, and hands-on experimental skills. Research projects are an integral part of this course; credit will be apportioned in relation to the intensity of the project.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department**Instructor permission required.**Prereq: 16 credits in Physics.**Notes: Repeatable for credit.***PHYS-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***PHYS-395P Independent Study with Practicum***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Politics

### Overview and Contact Information

The word “politics” in ordinary conversations may refer to struggles for power or justice among antagonistic individuals or groups; the types of regimes by which people are governed; the ties that bind subjects to rulers or citizens to states; the election of representatives, passage of laws, and voicing of public opinion in democratic societies; and international relations among different polities, whether they be empires, multinational federations, or nation-states. The phrase “international politics” encompasses the waging of war and conducting of peace, the pursuit of national interests in competition with other states, norms of interaction among sovereign states, projects of humanitarian intervention, and collective efforts to enhance state security, global order, and human rights.

The study of such a complex subject has traditionally been divided into four overlapping fields:

- Political theory tackles the contested meanings of freedom, equality, power, justice, community, and individuality, as well as the clashing ideological perspectives by which different people make sense of political life. It also explores the ideas of influential political theorists from Plato to Thomas Hobbes to Hannah Arendt.
- American politics studies the history and current organization of political institutions at the national, state, and local level in the United States. It also examines popular conflicts in America over private rights and material interests; racial, class, and gender inequality; and public goods, including the good of American citizenship itself.
- Comparative politics covers the spectrum of political histories, systems of government, public policies, political parties, and social movements across the world. It examines, for example, parliamentary systems, ethnic conflict, authoritarian regimes, immigration policy, and nationalist movements from Asia to Europe to the Americas to Africa and the Middle East.
- International politics investigates U.S. foreign policy, international organizations such as the United Nations, the World Trade Organization, and the World Criminal Court; the politics of population migrations; war, terrorism, and international security; and the political dilemmas sparked by economic globalization and such border-crossing problems as resource depletion and environmental decay.

The Department of Politics at Mount Holyoke College offers students courses within all four fields as well as courses that cross the lines between them.

## See Also

- Law, Public Policy & Human Rights (p. 257)
- Journalism, Media, and Public Discourse (p. 246)
- International Relations (p. 235)

### Contact Information

**Preston Smith, Chair****Linda Chesky Fernandes, Academic Department Coordinator**

109A Skinner Hall

413-538-2381  
https://www.mtholyoke.edu/acad/politics

Faculty

**This area of study is administered by the Department of Politics:**  
Kavita Khory, Ruth Lawson Professor of Politics, Teaching Fall Only

Elizabeth Markovits, Director of First-Year Seminars; Professor of Politics;  
Director of Teaching and Learning Initiatives

Christopher Pyle, Class of 1926 Professor of Politics, Teaching Spring  
Only

Preston Smith II, Professor of Politics

Calvin Chen, Associate Professor of Politics

Andy Reiter, Associate Professor of Politics and International Relations,  
Teaching Spring Only

Ali Aslam, Assistant Professor of Politics

Cora Fernandez Anderson, Assistant Professor of Politics

Christopher Mitchell, Assistant Professor of International Relations and  
Politics

Adam Hilton, Visiting Lecturer in Politics

Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
<b>Subfield Requirements</b>		
One course must be taken in each of the four subfields, ordinarily to be selected from the list below: <sup>1</sup>		16
American politics:		
POLIT-104	American Politics	
POLIT-235	Constitutional Law: The Federal System	
POLIT-236	Civil Liberties	
POLIT-246	American Political Thought	
Comparative politics:		
POLIT-106	Comparative Politics	
POLIT-208	Chinese Politics	
POLIT-209	Contemporary Russian Politics	
POLIT-228	East Asian Politics	
POLIT-216	Middle East Politics	
International politics:		
POLIT-116	World Politics	
POLIT-247	International Law and Organization	
POLIT-270	American Foreign Policy	
Political theory:		
First-year Seminars taught by Professor Markovits		
POLIT-118	Introduction to Political Ideas	
POLIT-211	Classical Political Thought	
POLIT-233	Introduction to Feminist Theory	
POLIT-246	American Political Thought	
<b>300-level Course Work Requirements</b>		
Three courses (12 credits) at the 300 level: <sup>2,3</sup>		12

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	
4 additional credits in politics at the 200 or 300 level	4
Total Credits	32

- <sup>1</sup> 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.
- <sup>2</sup> No more than 4 credits of POLIT-395 may be counted toward this requirement of three courses at the 300 level.
- <sup>3</sup> 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

At least 16 credits:

Code	Title	Credits
12 credits in politics at the 200 level or above		12
At least 4 credits in politics at the 300 level		4
Courses must span at least two of the department's four subfields: <sup>1</sup>		
American Politics		
Comparative Politics		
International Politics		
Political Theory		
Total Credits		16

- <sup>1</sup> See the requirements of the Politics major for a list of which courses are approved choices within each subfield.

Additional Specifications

- 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. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is available in other sections of the catalog, and consult 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 politics department and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (https://www.mtholyoke.edu/acad/teach).



## Course Offerings

### **POLIT-104 American Politics**

*Fall and Spring. Credits: 4*

Offers an overview of the American political system and the theories of those who both celebrate and criticize it. Focuses on the institutions of American politics, including the Constitution, the presidency, Congress, the courts, parties, elections, interest groups, and movements seeking political change. Also includes a theoretical focus: a critical examination of the varieties of liberalism, conservatism, pluralism, and democracy that inform the practice of American politics.

*Applies to requirement(s): Social Sciences*

*A. Hilton, C. Pyle, P. Smith*

### **POLIT-106 Comparative Politics**

*Fall. Credits: 4*

This course provides an introduction to comparative political analysis, one of the four subfields of political science. The primary objective is to help students understand how the 'modern' world, one characterized by the rise of industrialized nation-states, took form and what shape it might take in the post-Cold War era. We will examine how the challenges of economic development, social transformation, and nation-building sparked the emergence of alternatives to 'modernity' characterized by diverse configurations of political institutions and social forces. We will also assess how globalization and the re-emergence of local identities may be redefining our understanding of 'modernity.'

*Applies to requirement(s): Social Sciences*

*C. Fernandez Anderson*

### **POLIT-116 World Politics**

*Fall and Spring. Credits: 4*

This course is a survey of contending approaches to the study of conflict and cooperation in world politics. Examines key concepts—including balance of power, imperialism, collective security, deterrence, and interdependence—with historical examples ranging from the Peloponnesian War to the post-cold war world. Analyzes the emerging world order.

*Applies to requirement(s): Social Sciences*

*K. Khory, C. Mitchell, B. Nakayama*

### **POLIT-118 Introduction to Political Ideas**

*Fall and Spring. Credits: 4*

This course introduces students to the study of political thought, focusing on such concepts as freedom, power, equality, justice, and democracy. Over the course of the semester, students will develop a theoretical vocabulary with which to analyze both the history of political thought and contemporary politics. This course is writing-intensive; students will have the opportunity to rigorously analyze texts and hone their ability to write confidently and effectively.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*A. Aslam, E. Markovits*

### **POLIT-200 Foundations of Africana Studies**

*Not Scheduled for This Year. Credits: 4*

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

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

*Other Attribute(s): Writing-Intensive*

*P. Smith*

### **POLIT-208 Chinese Politics**

*Not Scheduled for This Year. Credits: 4*

This course examines the politics of contemporary China. Beginning with an assessment of the origins of the Chinese Revolution, the course then examines core institutions and events in the People's Republic, including the Great Leap Forward, Cultural Revolution, post-Mao reforms, and the Tiananmen Incident. In addition, the course analyzes the changing nature of state-society relations, the emergence of new social and political identities, and China's role in the international arena.

*Applies to requirement(s): Social Sciences*

*C. Chen*

*Advisory: Politics 106 recommended.*

### **POLIT-209 Contemporary Russian Politics**

*Spring. Credits: 4*

Russia was transformed by communist revolution into a global superpower that challenged the dominant ideologies of liberalism and nationalism. It became a powerful alternative to capitalism. In 1991, this imperial state collapsed and underwent an economic, political, and cultural revolution. What explains the Soviet Union's success for 70 years and its demise in 1991? What sort of country is Russia as it enters the twenty-first century? Is it a democracy? How has Russia's transformation affected ordinary people and Russia's relationship to the West?

*Crosslisted as: RES-240*

*Applies to requirement(s): Social Sciences*

*S. Jones*

### **POLIT-211 Classical Political Thought**

*Not Scheduled for This Year. Credits: 4*

This course traces the development of western political thought from classical Greece through medieval Europe. We will pay particular attention to the ways major 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.

*Crosslisted as: CLASS-215*

*Applies to requirement(s): Social Sciences*

*E. Markovits*

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

### **POLIT-212 Modern Political Thought**

*Spring. Credits: 4*

Through readings authored by canonical thinkers such as Machiavelli, Hobbes, Locke, Nietzsche, Burke, but also more contemporary thinkers reflecting on the emergence and practices of modern state power and discourses, we will trace the development of key political concepts such as sovereignty, the "science" of politics, natural rights, rationality, and tradition, in order to weigh the promise and peril of each idea.

*Applies to requirement(s): Social Sciences*

*A. Aslam*

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

**POLIT-216 Middle East Politics***Not Scheduled for This Year. Credits: 4*

Introduction to the cultures and politics of the Middle East. Includes the situation of the region at the time of the dissolution of the Ottoman Empire; the emergence of independent states before and after World War II; the rise of Arab and Zionist nationalism; the Arab-Israeli conflicts; and the superpower rivalry and its influence on regional politics. Other topics include the Iranian revolution, the domestic and regional role of Islamic movements, and the political economy of oil.

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

*Prereq: POLIT-116.*

**POLIT-224 The United States and Iran***Not Scheduled for This Year. Credits: 4*

Explores America's relationship with Iran from the end of World War II to the present. Examines America's close ties to the Shah and the political, social, and economic causes of the Iranian revolution, with emphasis on the role of Shi'ite Islam. Concludes with analysis of politics and society in the Islamic Republic under Khomeini and his successors.

*Applies to requirement(s): Social Sciences*

*S. Hashmi*

*Prereq: POLIT-116.*

**POLIT-226 The United States, Israel, and the Arabs***Not Scheduled for This Year. Credits: 4*

Surveys the constants and variables in U.S. foreign policy toward Israel and the Arabs since the end of World War II to the present. Analysis of domestic determinants of U.S. policy, including lobbies, ideology, and the international system. Consideration of U.S. policy in the Arab-Israeli conflict, intra-Arab disputes, and the Gulf War.

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

*S. Hashmi*

*Prereq: POLIT-116.*

**POLIT-228 East Asian Politics***Spring. Credits: 4*

This course examines the dramatic rise of East Asia in the post-World War II period in comparative perspective. The focus will be on understanding the process and consequences of rapid development in Japan, Korea, Taiwan, and China. Assesses the strengths and weaknesses of the 'East Asian model of development' and explores how different developmental experiences and policies affect state-society relations, social and political identities, and prospects for peace and cooperation throughout the region.

*Applies to requirement(s): Social Sciences*

*C. Chen*

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

*Advisory: POLIT-106 recommended*

**POLIT-229 Propaganda and War***Not Scheduled for This Year. Credits: 4*

This course explores propaganda techniques and mobilization for war. Drawing on recent comparative and historical examples, we will analyze war mobilization strategies and different forms of propaganda, its control, and dissemination from a variety of cross-cultural perspectives. We will address the following questions: Why is propaganda necessary? What is the media's relationship to state propaganda efforts? How do states control information in an age of 'citizen journalists' armed with cell phones? How do activists and protest movements contest state propaganda? We conclude by examining key trends in the development of mass media forms and technologies and their implications for global politics.

*Applies to requirement(s): Social Sciences*

*K. Khory*

**POLIT-230 Resistance and Revolution***Not Scheduled for This Year. Credits: 4*

This course examines the dynamics and causes of protest, rebellion, and revolution. Topics include the three 'great' revolutions - the French, Russian, and Chinese - as well as such social science theories as moral economy, rational choice, resource mobilization, political culture, and relative deprivation. Attention will be devoted to peasant protest and elite responses to resistance movements. The objectives of the class are to familiarize students with alternative explanations of revolutionary change and to provide students with an opportunity to link general theories to specific case studies.

*Applies to requirement(s): Social Sciences*

*C. Chen*

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

*Prereq: 8 credits in Politics.*

*Advisory: POLIT-106 recommended.*

**POLIT-232 Introduction to International Political Economy***Fall. Credits: 4*

This course examines the theory and practice of the politics of international trade and economics, focusing on the spread of global trade, global financial flows, causes and effects of globalization and migration, and the intersection of trade and environmental issues. Major themes include tensions between the developed and developing world, various development strategies, and the impact of a rising China on both the developed North American and European economies and developing economies.

*Applies to requirement(s): Social Sciences*

*C. Mitchell*

*Prereq: POLIT-116.*

**POLIT-233 Introduction to Feminist Theory***Not Scheduled for This Year. Credits: 4*

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.

*Applies to requirement(s): Social Sciences*

*E. Markovits*

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

**POLIT-234 Black Metropolis: From MLK to Obama***Spring. Credits: 4*

"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.

*Crosslisted as: AFCNA-234*

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

**POLIT-235 Constitutional Law: The Federal System***Not Scheduled for This Year. Credits: 4*

This course examines the impact of U.S. constitutional law on the legitimacy of different assertions of governmental power. Topics include judicial review; congressional control of court jurisdiction; federal regulation of the economy; and the relative powers and authority of the president, Congress, and the courts in national emergencies, foreign relations, war, and covert action, including torture and assassination. Case method.

*Applies to requirement(s): Social Sciences**C. Pyle**Prereq: POLIT-104.***POLIT-236 Civil Liberties***Spring. Credits: 4*

This course addresses the federal Constitution and civil liberties. Topics include the authority of the courts to read new rights into the Constitution; equal protection of the laws and affirmative action for racial minorities, women, gays, and non-citizens. Also, freedoms of expression, association, and the press. Emphasis on the appropriateness of different methods of interpreting law. Case method.

*Applies to requirement(s): Social Sciences**C. Pyle**Prereq: POLIT-104.***POLIT-242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment***Not Scheduled for This Year. Credits: 4*

Following the collapse of the USSR and the Gulf War, Central Asia and the Caucasus became new centers of geopolitical rivalry. The new states are a source of energy (oil and gas) for Western powers and a vital transit corridor between Eastern Europe and China. While a new 'Great Game' is being fought between Western, Far Eastern, and Middle Eastern powers for control over energy pipelines, the region is threatened by environmental catastrophe and water shortages. Is the new oil industry a source of prosperity or an instrument for exploitation, corruption, and instability? How important are the new states to the West's strategic energy interests?

*Crosslisted as: RES-242**Applies to requirement(s): Social Sciences**S. Jones***POLIT-243 Introduction to Latin American Politics***Fall. Credits: 4*

Why has Latin America struggled to achieve democratic stability? Why is it the region of the world with the highest economic inequality? How have the periodic political and economic crises allowed for creative experimentation with policy alternatives to create a more equal and sustainable social order? This course examines the political and economic evolution and transformation of Latin America from the time of the European conquest until these very days, with a particular focus on the 20th century. It will also analyze how these general trends took specific shapes in each of the 7 countries studied: Mexico, Argentina, Brazil, Cuba, Chile, Venezuela and Bolivia.

*Applies to requirement(s): Social Sciences**C. Fernandez Anderson**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: Politics 106 (Comparative Politics) is recommended.***POLIT-246 American Political Thought***Spring. Credits: 4*

This course explores limited government, popular sovereignty, representative institutions, checks and balances, republicanism, liberty, equality, democracy, pluralism, liberalism, and conservatism, and how these concepts have developed during three centuries of American politics and in contrast to European thought. The focus is not on the writings of the 'great thinkers' but on the 'habits of thought' of the American people and on ideas implicit in laws and institutions that affect the allocation of authority and power within the constitutional order.

*Applies to requirement(s): Social Sciences**C. Pyle**Prereq: POLIT-104, or HIST-270, or HIST-170 and HIST-171.***POLIT-247 International Law and Organization***Spring. Credits: 4*

This course presents international norms and institutions for regulating conflict, including promoting economic well-being, protecting human rights, exploring and using outer space, and controlling exploitation and pollution of the oceans. The course considers international agreements, problems of lawmaking, interpretation, and compliance; nationality and the status of foreigners and their investments; the principle of self-determination; and interests of postcolonial states as they impinge on the international legal order.

*Applies to requirement(s): Social Sciences**A. Reiter**Restrictions: Course limited to sophomores, juniors and seniors***POLIT-248 Topics in Politics****POLIT-248GR Topics in Politics: 'Grassroots Democracy'***Fall. Credits: 4*

The central focus of this course is to explore theory and organizing practices of grassroots democracy. Each week the seminar will move back and forth between historical and theoretical reflection and reflection upon the experience of organizing communities. The course is motivated by citizens acting together to generate responses to the most challenging questions and issues of the present.

*Applies to requirement(s): Social Sciences**A. Aslam*

**POLIT-248PM Topics in Politics: 'Parties and Movements in American Politics'***Spring. Credits: 4*

This course explores the relationship between political parties and social movements in the United States. Through a historical examination of abolitionist, labor, civil rights, and other movements, we will analyze how formal electoral politics intersects with the more fluid politics of protest and direct action. We will look at how parties have grown out of, allied with, co-opted or eschewed movements for social change. Students will develop a clear analytical sense of the conditions that facilitate successful movement-party dynamics, concluding with critical assessments concerning the impact of the Tea Party, Occupy Wall Street, and Black Lives Matter.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Hilton**Prereq: POLIT-104.***POLIT-252 Urban Politics***Fall. Credits: 4*

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?

*Applies to requirement(s): Social Sciences**P. Smith**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: Introductory course in American history or social sciences.***POLIT-255PA Gender and Power in Global Contexts: 'The Politics of Abortion in the Americas'***Spring. Credits: 4*

The Americas have been characterized by the strictness of their laws in the criminalization of abortion. In some countries abortion is criminalized even when the woman's life is at risk. What role have women's movements played in advancing abortion rights? What has mattered most for a movement's success, its internal characteristics or external forces? Has the way the movement framed its demands mattered? How has the political influence of the Catholic and Evangelical churches influenced policies in this area? We will answer these questions by exploring examples from across the region through primary and secondary sources.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**C. Fernandez Anderson***POLIT-255RP Gender and Power in Global Contexts: 'Sexual and Reproductive Rights in Latin America'***Not Scheduled for This Year. Credits: 4*

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 some countries' agendas after decades of silence, taboos, and restrictive or non-existent legislation. The course aims to provide a survey of sexual and reproductive rights in the region as a whole while at the same time highlighting the disparities that exist within it. The course analyzes the multiple factors behind the current policies focusing particularly on the role of women and LGBT movements advancing more liberal legislation.

*Crosslisted as: LATAM-287RP**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Fernandez Anderson**Advisory: Previous coursework in Latin American Studies and/or Gender Studies recommended.***POLIT-264 Russia, the West, and Putinism***Not Scheduled for This Year. Credits: 4*

Since its creation at the beginning of the twentieth century, the Soviet Union dominated the minds of Western foreign policymakers. None of the West's policies in the Middle East, the Third World, Europe, or China after World War II can be understood without the study of Soviet foreign policy. We will examine the development of Soviet foreign policy since 1917 and, following the collapse of the USSR in 1991, the role played by Russia and Russia and the former Soviet republics in the far more complex and multipolar "New World Order." What should U.S. policy be toward the emerging new states of the Baltics, Central Asia, and Caucasia?

*Crosslisted as: RES-241**Applies to requirement(s): Social Sciences**S. Jones***POLIT-267 The Politics of Finance and Financial Crises***Spring. Credits: 4*

The development and operation of stable and effective banks and financial markets has a tremendous impact on the economy and political stability of rich and poor countries alike. A stable financial system may be a necessity for economic growth and a financial crisis can wipe out decades of growth in weeks. This course will critically examine the debates around regulation of finance and management of financial crises in both the advanced capitalist states and emerging markets. It will examine specifically the Latin American debt crisis, the East Asian financial crisis, the 2007-2009 trans-Atlantic financial crisis, and the European debt crisis.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**C. Mitchell**Restrictions: Course limited to sophomores, juniors and seniors*



**POLIT-269 Social Movements: Theory and Praxis***Spring. Credits: 4*

Why do people mobilize? When do they do so? Why and how do they create movements? Are social movements successful paths towards social change? If so, under which conditions? This course will review the main theories of social movements and use them to analyze cases from around the world. Some of the cases we will take upon are the Arab Spring, the American civil rights movement, women and indigenous movements in Latin America, the anti-apartheid movement in South Africa, and the environmental movement in Europe.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Fernandez Anderson**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: POLIT-106 (Comparative Politics) is recommended.***POLIT-270 American Foreign Policy***Fall and Spring. Credits: 4*

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.

*Applies to requirement(s): Social Sciences**B. Nakayama**Prereq: POLIT-116.***POLIT-272 Trade and American Foreign Policy***Not Scheduled for This Year. Credits: 4*

Trade policy has been central to American political debates since independence. Whether free trade, fair trade, or protectionism is best for America has been hotly debated for centuries. Decisions to trade or not to trade have also long been linked to other domestic and foreign policy issues including abolitionism and the Civil War, securing allies in the Cold War, building peaceful relations with China, and cementing U.S. global leadership. This course examines the shifting coalitions arguing over U.S. trade policy, the shifting goals they seek to accomplish via U.S. trade policy, and the international effects of U.S. trade.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**C. Mitchell**Prereq: POLIT-116.***POLIT-278 U.S. Elections***Fall. Credits: 4*

Elections have been at the core of both the vitality and fragility of American democracy. Free and responsive government is hard to imagine without elections, yet U.S. elections suffer from low turnout, increasing polarization, invisible money, gender inequality, partisan gerrymandering, and new forms of voter disenfranchisement. This course offers an overview of American elections by placing them in historical and comparative perspective. We will look at how the institutions that structure the electoral process developed, how they differ from those in other democratic countries, and how they shape the behavior of candidates, voters, and activists, and influence the policymaking process.

*Applies to requirement(s): Social Sciences**A. Hilton**Prereq: POLIT-104.***POLIT-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***POLIT-302 Urban Policy***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: AFCNA-302**Applies to requirement(s): Social Sciences; Multicultural Perspectives**P. Smith**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in the department.***POLIT-305 International Society***Not Scheduled for This Year. Credits: 4*

An intensive reading course in theories of international society: the idea that states and peoples are or should be linked to each other through a web of shared values and institutions. It focuses on the work of Hedley Bull, Immanuel Kant, and John Rawls. How did these three men understand international society? What are or should be the values and institutions that give rise to it and support it? What implications do their visions of international society have for war and peace, state sovereignty, religion, democracy, capitalism, distributive justice, human rights, and international law? What responses and criticisms have their arguments engendered?

*Applies to requirement(s): Social Sciences**S. Hashmi**Prereq: POLIT-116.***POLIT-312 Silk Roads: Ancient and Modern Highways across the Eurasian Continent***Fall. Credits: 4*

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.

*Crosslisted as: RES-312**Applies to requirement(s): Social Sciences**S. Jones**Prereq: 8 credits in Politics, International Relations, History, or Russian and Eurasian studies.***POLIT-314 Political Violence: Causes and Solutions***Not Scheduled for This Year. Credits: 4*

This course is an examination of political violence. Throughout the semester, the course covers the various manifestations of political violence, focusing on diverse topics such as genocide, ethnic conflict, interstate war, terrorism, and civil war. The course explores the debates in the field of political science regarding the nature and causal factors behind these types of violence. The course also examines how to end violence, how to maintain peace, and how societies should attempt to heal from periods of violence.

*Applies to requirement(s): Social Sciences**A. Reiter**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Politics.*

**POLIT-323 Comparative Politics of the Middle East***Not Scheduled for This Year. Credits: 4*

This course presents the rise (and sometimes collapse) of modern states in the Middle East; the nature of legitimacy, modernization, state-civil society relations, and political culture and economy; and the role of religion with specific reference to Egypt, Iran, Iraq, Israel, Lebanon, Saudi Arabia, Syria, and Turkey.

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

*Prereq: 8 credits in Politics including POLIT-106 or POLIT-216.*

**POLIT-324 Comparative Politics of N. Africa***Not Scheduled for This Year. Credits: 4*

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.

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

*Prereq: 8 credits in Politics including POLIT-106 or POLIT-216.*

**POLIT-327 Transitional Justice***Spring. Credits: 4*

As societies emerge from authoritarian rule or civil war, they face the daunting task of engaging past human rights violations. States have a myriad of options at their disposal, ranging from granting blanket amnesties to hosting complex trials and truth commissions. In making these decisions, new leaders face pressures from former authoritarian actors, victims' groups, and international organizations. This course analyzes the problems facing societies with past human rights violations, the numerous options they have at their disposal to engage these abuses, and the political, legal, economic, and moral ramifications of each choice. Most importantly, it asks—does transitional justice work?

*Applies to requirement(s): Social Sciences*

*A. Reiter*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in Politics.*

**POLIT-333 Just War and Jihad: Comparative Ethics of War and Peace***Not Scheduled for This Year. Credits: 4*

Why do we moralize about war? When is war justified, if ever? What restraints should soldiers accept? This course examines these issues within the context of Western and Islamic thought. Study of the origins and evolution of both traditions is combined with consideration of important topics of current concern, such as intervention, weapons of mass destruction, and women and war.

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

*Prereq: 8 credits in Politics.*

**POLIT-341 Political Islam***Not Scheduled for This Year. Credits: 4*

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.

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

*Prereq: 8 credits in Politics.*

**POLIT-342 Islamic Political Thought***Not Scheduled for This Year. Credits: 4*

This course examines Islamic political thought from the origins of Islam to the present. It considers how Muslim thinkers over the past 14 centuries have understood such fundamental political concepts as the state, leadership, and law. The seminar also includes modern Muslim reflections on political concepts of Western origin, such as democracy, nationalism, and civil society.

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

*Prereq: POLIT-116 and 8 credits in Politics.*

**POLIT-343 Law and Religion***Not Scheduled for This Year. Credits: 4*

This course explores the relationship between law and religion through a comparative study of eight countries: the United States, the United Kingdom, France, Egypt, Iran, Pakistan, Israel, and India. It focuses on the role of religion in the constitutional law of these countries, both in the text of constitutional documents and in judicial interpretation of these texts. Starting with an analysis of the religion clauses in the First Amendment of the U.S. Constitution, the seminar explores questions relating to the separation of religion and state, religious liberty, and the proper role of courts in negotiating societal disputes over religion.

*Applies to requirement(s): Social Sciences*

*S. Hashmi*

*Prereq: 8 credits in Politics.*

**POLIT-350 Revolutions***Spring. Credits: 4*

By the 1980s, after the failure of Marxist revolutions, scholars and politicians declared that "history" and with it, the age of revolution was over. From now on, they said, all states will move toward the model of market capitalism. But the last decade of the 20th century and the first fifteen years of the 21st century have shown that history, and with it, revolution, is far from over. We will look at the American and Russian revolutions, at Nazism, the Iranian revolution of 1979, Eastern Europe in 1989, the 'colored revolutions,' and the Arab Spring. Revolutions are still with us, and we will study why.

*Crosslisted as: RES-350*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Prereq: 8 credits in politics, international relations, or Russian and Eurasian studies.*

**POLIT-353 The Politics of Work***Not Scheduled for This Year. Credits: 4*

This seminar explores the contentious relationship between work and politics. The focus will be on workplace dynamics and how technological change, gender, methods of labor organization, and management philosophy affect the way in which authority is structured and perpetuated. The experiences of such regions as the United States, Japan, and China will also be used to shed light on the future of labor and work in an age of increasing globalization.

*Applies to requirement(s): Social Sciences*

*C. Chen*

*Restrictions: This course is open to juniors and seniors*

**POLIT-354 Social Housing***Spring. Credits: 4*

This course compares social housing in the Netherlands with public housing in the United States. It will examine the historical, social and political factors in the development of social housing in the U.S. and the Netherlands. In particular it will focus on the role of class, ethnicity, race, and immigration on the evolution of social housing policy in both countries. It will examine the more recent impact of neoliberalism on both countries' ability to provide affordable housing to its citizens. Students will engage in community-based research on affordable housing in cities within the Pioneer Valley. We will share our research with affordable housing organizations as well as municipal planning offices.

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

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

*Instructor permission required.*

*Prereq: POLIT-252.*

**POLIT-356 Black Migrations***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: AFCNA-356*

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

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

*P. Smith*

*Prereq: AFCNA-200.*

**POLIT-357 War and Peace in South Asia***Fall. Credits: 4*

Rising inequality, political instability, and radicalism mark South Asia – a region of contested histories, ideologies, and territories. We will explore the history 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 in South Asia, for example, China and the U.S., and assess the prospects for peace in the region.

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

*K. Khory*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits from Politics.*

**POLIT-358 Justice: Theory and Practice***Not Scheduled for This Year. Credits: 4*

This course explores various theories of justice, examining the most dominant approaches to the subject within modern and contemporary political theory, as well as the relation of justice to democracy and questions of identity, recognition, and inclusion. The course will also focus on the implications of those theories for political, social, and economic institutions by offering students a problem-based learning environment in which they will work together to bring theoretical insights to bear on actual political problems.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*E. Markovits*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in the department.*

**POLIT-359 Democratization and Civil Society in East Asia***Fall. Credits: 4*

This course examines the dramatic emergence of democratic institutions and civil society in East Asia. The primary aim of the class is to help students understand and analyze the process of democratic unfolding in Japan, Korea, and Taiwan. We will also evaluate China's recent, albeit limited experiments with democratic practices. We will begin by contrasting Western perspectives of democracy with both traditional and more contemporary Asian understandings of democracy. We will then focus on the actual processes of democratic consolidation in each of the cases, especially the developments that precipitated political crisis and ultimately, political change.

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

*C. Chen*

*Restrictions: This course is open to juniors and seniors*

**POLIT-363 Political Economy of the European Union***Not Scheduled for This Year. Credits: 4*

This course examines the political, economic, and cultural forces driving debates around the creation, expansion, and reform of the European Union. It examines the economic and political logic for integration, as well as the cultural and economic challenges pushing against integration, and provides an in-depth look at the specific challenges facing the EU.

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

*C. Mitchell*

*Restrictions: This course is open to juniors and seniors*

*Prereq: 8 credits in Politics/International Relations.*

**POLIT-364 Human Rights Abuses and Accountability Mechanisms in the Southern Cone of Latin America***Not Scheduled for This Year. Credits: 4*

During the 1960s and 1970s military coups brought authoritarian regimes to power in the Southern Cone (Argentina, Brazil, Chile and Uruguay). Human rights movements emerged demanding information about victims of torture, executions and disappearances which became the way military regimes attempted to eliminate dissent. What accounts for the different role these movements in the transition and consolidation of democracy and the rule of law? Did they take part to the same extent in the design and implementation of accountability mechanisms to prosecute those responsible for the abuses? We will answer these questions through the analysis of academic readings, movies, and primary sources.

*Crosslisted as: LATAM-387HR*

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

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

*C. Fernandez Anderson*

*Advisory: Previous coursework in Latin American studies and/or comparative politics recommended.*

**POLIT-365 Ethics and International Relations***Not Scheduled for This Year. Credits: 4*

Do ethical considerations matter in international relations? Should they? These questions are examined from the perspective of Western writers on these specific issues: just war, intervention, human rights, weapons of mass destruction, and distributive justice. The course also considers challenges to the international system posed by the critiques and responses of non-Western states and peoples.

*Applies to requirement(s): Social Sciences**S. Hashmi**Prereq: POLIT-116.***POLIT-366 International Migration***Not Scheduled for This Year. Credits: 4*

This course examines migration and transnational processes from a comparative perspective. It focuses on the relationship between globalization and international migration, with special attention to transnational networks and diaspora politics. We will explore major theories, forms, and patterns of migration in global politics; the involvement of diaspora organizations in the politics of host and home states; and the implications of migration and refugee flows for state sovereignty, national identity, and citizenship. We will conclude by analyzing the key debates and framing of immigration policies and models of citizenship in Europe and the United States.

*Applies to requirement(s): Social Sciences**K. Khory**Restrictions: This course is open to juniors and seniors**Prereq: 8 Credits from Politics***POLIT-367 Decision Making***Not Scheduled for This Year. Credits: 4*

On decision making, and the pathologies of decision making, in American politics. When, and to what extent, can we say that a particular policy decision is the result of rational choice, institutional processes, pluralistic pressures, or other forces? When are individual or collective decisions likely to be marred by 'groupthink,' selective attention, or self-deception? To what extent, if at all, may collective decisions be considered rational or moral? When are challenges to authority, or to dominant opinion, likely to make a difference?

*Applies to requirement(s): Social Sciences**C. Pyle**Restrictions: This course is open to juniors and seniors**Prereq: POLIT-104, 8 credits in department.***POLIT-369 Black Radicalism***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: AFCNA-369**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**P. Smith**Prereq: AFCNA-200 or POLIT-200.*

*Notes: There will be a number of shared classes/discussions with the Africana Studies Senior Seminar at Williams College, both in person and through video-conference, who will be sharing the same syllabus.*

*We will make a class visit to Williams, and we will host a visit from the Williams seminar. The shared meetings will be organized around speakers, presentations, and local activists.*

**POLIT-373 The Politics of Transformation in China and India***Not Scheduled for This Year. Credits: 4*

This seminar provides a structured comparison of two 'emerging giants,' China and India. Interdisciplinary in scope, the class draws upon various approaches and frameworks to analyze the economic, social, and political development of the two countries. Topics include the impact of market-based reforms and migration, demands for representation and increased political participation, nationalism, environmental degradation, and human capital. We will conclude with a focus on China-India relations and their aspirations for great power status in Asia and beyond. Students will develop and refine 'real world' skill sets through the writing of policy memos, simulations, and formal presentations.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Chen, K. Khory**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in department.***POLIT-377 American Political Development***Spring. Credits: 4*

When and why does politics change in the United States? How do past transformations shape later political and policy choices? This course combines historical, institutional, and comparative perspectives to examine the growth and development of American political institutions and the evolution of state-society relations in the U.S. Key themes include: the distinctive or "exceptional" status of American politics compared to other advanced democracies; the role of culture and ideas in shaping American institutions and civic identities over time; and the ways in which race and gender have figured historically in the articulation of state power.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Hilton**Prereq: POLIT-104.*



**POLIT-380 Nationalism in Global Politics***Not Scheduled for This Year. Credits: 4*

This seminar explores nationalist ideologies and movements in global politics. We will examine the different—and contested—conceptions of nationalism, the relationship of nationalism to state-building and modern warfare, and the sources of ethnic conflict and political violence. The course will conclude by analyzing the role of nationalism in shaping the foreign policy of "rising" powers like China and India. Case studies from Europe, Asia and the Middle East will be selected for their contemporary relevance.

*Applies to requirement(s): Social Sciences**K. Khory**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in politics.***POLIT-382 Global Capitalism and Its Critiques***Not Scheduled for This Year. Credits: 4*

Beyond the immediate debate about the political and economic dynamics of the global economy is a centuries-long conversation about the social, political, and economic consequences of a capitalist global economy and its potential variants and alternatives. This course will engage with this conversation by reading major thinkers both within and outside of the West who seek to alternately defend, critique, or overturn the global economic order, including Smith, Keynes, Marx, Polanyi, and their intellectual followers. Our goal will be to explore both the intellectual conversation and how it both shapes and explains the political and economic struggles over the global liberal economic order.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**C. Mitchell**Prereq: IR-232 or POLIT-232.***POLIT-383 Art and Politics***Spring. Credits: 4*

The course will investigate the relationship between art, community, and power. Drawing on a wide range of political theory and literature, this writing-intensive seminar will focus on the ways that art has both informed and been informed by political and economic life, and the ways in which art can serve as a form of political activism. Although the course will cover a variety of time periods and art forms, we will pay particular attention to such contemporary political issues as racialized oppression, climate change, and feminist activism.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**E. Markovits**Restrictions: This course is open to juniors and seniors**Advisory: Previous coursework in political theory or philosophy is recommended (especially POLIT-118).***POLIT-384 Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century***Not Scheduled for This Year. Credits: 4*

How do we end political violence and achieve peace? This course focuses on the context for negotiation and bargaining strategies, including what types of actors are involved in negotiations, the contours of the mediation environment, the timing of intervention and talks, the use of leverage to get warring parties to the table, and the transformation of processes across multiple stages from initial mediation to implementation to enforcement. The course also examines several peacemaking strategies in depth, including resource sharing, territorial autonomy and partitions, elections and powersharing agreements, refugee crisis management, and demobilization and reintegration programs.

*Applies to requirement(s): Social Sciences**A. Reiter**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Politics.***POLIT-385 International Security***Not Scheduled for This Year. Credits: 4*

This course focuses on the recasting of global security concerns after the end of the cold war. It pays special attention to the problems of economic and ecological security; the relationship between security and democracy; humanitarian intervention; nuclear proliferation; and terrorism. The course concludes with analysis of specific initiatives for achieving both common and comprehensive security.

*Applies to requirement(s): Social Sciences**K. Khory**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from Politics including POLIT-116.***POLIT-387 Advanced Topics in Political Theory****POLIT-387CW Advanced Topics in Politics: 'The Other Cold War'***Spring. Credits: 4*

The Cold War is generally remembered in the United States through the opposition of two forces: the Western Bloc versus the Eastern Bloc. However, after the 1955 Bandung Conference, former colonies came together to form the Non-Aligned Movement which did not side with either East or West. The United States faced a dilemma: too much cooperation would risk alienating the former European empires which formed the core of the Western Bloc whereas too little might lead to a growth in Soviet influence. This course will explore such topics as the breakup of the European colonial empires, Bandung Conference, the U.S. civil rights movement and foreign liberation movements, and the anti-apartheid movement.

*Applies to requirement(s): Social Sciences**B. Nakayama**Restrictions: This course is open to juniors and seniors*

**POLIT-387CY Advanced Topics in Politics: 'Cyberpolitics'***Fall. Credits: 4*

For many, the "cyber-revolution" has fundamentally altered all aspects of human existence through the creation of a new space of interaction: cyberspace. This course asks whether and to what extent cyberspace has revolutionized the nature of international politics. Are traditional understandings of sovereignty, deterrence, and diplomacy bunk? Rather than engaging in speculation, this course will cover the history of the development of both cyberspace and the beliefs that it will revolutionize politics. By examining the distance between speculation and reality this course will provide a grounded understanding of the effects of the "cyber-revolution" on international politics.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**B. Nakayama**Prereq: 8 credits in Politics.***POLIT-387PD Advanced Topics in Politics: 'Other Political Dreams'***Not Scheduled for This Year. Credits: 4*

This course examines dreams of other politics, trying to recognize what is distinctive in a diverse set of traditions beyond their resistance to liberal-democracy's entwinement with contemporary capitalism. Spanning anarchism, Afro-pessimism and Afro-futurism, and the #BlackLivesMatter movement, we will examine political actions and thought that do not identify themselves as democratic and even define themselves as anti-democratic in order to name politics they aspire towards. Special attention will be given the picture of collective belonging and action that emerges in these works along with the techniques of figuring these visions and of gathering community around them.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Aslam**Prereq: 8 credits in Politics.***POLIT-387SC Advanced Topics in Politics: 'Why Is There No Socialism in the United States'***Not Scheduled for This Year. Credits: 4*

In the aftermath of the Great Recession, Occupy Wall Street, and Senator Bernie Sanders's primary campaign, socialism has entered the mainstream of American politics, giving rise to questions concerning why the US can't be more like, say, Denmark. But while the question of why there is no socialism in the US may be on the minds of many, the puzzle is not new. This course will examine the long history of socialist politics in the United States while analyzing why it never established roots in the American system. Drawing comparisons with other advanced democracies, this course will explore what socialism has meant in the American context and what factors have shaped its minority status.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Hilton**Restrictions: This course is open to juniors and seniors***POLIT-391 Pivotal Political Ideas****POLIT-391CP Pivotal Political Ideas: 'Capitalism II'***Not Scheduled for This Year. Credits: 4*

The gains of global capitalism since the 2009 Great Recession and the laws and institutions organized to sustain the market have been breathtaking. What explains how and why citizens around the world have been unwilling or unable to imagine an alternative to free market competition? If citizens are genuinely committed to capitalism, why? During the first part of the course, we will consider these questions and the heightened fear that the triumph of the economy means the end of politics, at least in its democratic form. The second half of the course will conclude by examining the possibilities for post-capitalist politics, economic democracy, and alter-capitalism. Readings will include works by Hayek, Arendt, Lauren Berlant, Gar Alperovitz, and JK Gibson-Graham.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Aslam***POLIT-391CT Pivotal Political Ideas: 'Capitalism'***Not Scheduled for This Year. Credits: 4*

After reviewing the classic defense of capitalism as an engine of freedom, progress, and productivity, we will examine major shifts in the critique of capitalism from the early 19th to the early 21st century. This critical conceptual history will range over successive claims that capitalism foments labor exploitation and class inequality, imperialism, instrumentalism, the commodification of culture, the privatization of the commons, and the re-making of subjectivities to suit market imperatives. The course will conclude with Pope Francis's charge that the global capitalist system endangers 'whatever is fragile, like the environment' and devours everything 'in the way of increased profits.' Is Francis right, and if so, what are possible cures for these ills?

*Crosslisted as: CST-391CT**Applies to requirement(s): Social Sciences**A. Aslam**Prereq: One course in political theory or critical social thought.***POLIT-391DT Pivotal Political Ideas: 'Democratic Theory'***Not Scheduled for This Year. Credits: 4*

Today democracy is seen as the only legitimate regime type, but there is very little consensus about what democracy refers to. This course will explore competing understandings of democracy and its relationship to state institutions and laws. Students will be introduced to contemporary debates over the normative basis of democracy and difficulties of democratic practice and citizenship. Among the questions we will explore are: what is the relationship between liberalism and democracy? Do rights represent the beginning or the end of democratic citizenship? Can democracy exist within a government or does it take form in opposition to it?

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Aslam**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in politics.*

**POLIT-391RE Pivotal Political Ideas: 'Reparations and the Politics of Repair'***Fall. Credits: 4*

This course will examine arguments for reparations for slavery with an eye towards understanding what withholding and extending reparations have meant for American democracy and citizenship. We will contextualize arguments for reparations within a larger conversation about repairing democratic norms, institutions, and social conditions within recent democratic theory. Together we will investigate what historical and ongoing injustices and inequalities reparations are meant to repair, how reparations would address those harms, and how arguments for reparations have mobilized social activists on both sides of the question. Our readings will span history, legal studies, politics, literature and the arts and arguments for reparations to be paid by the American state down to institutions such as corporations, universities, and other jurisdictions.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Aslam**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Politics.***POLIT-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Related Courses

Russian and Eurasian Studies courses taught by Prof. Jones are available for credit in politics, including:

Code	Title	Credits
RES-240	Contemporary Russian Politics: From Lenin to Putin	4
RES-241	Russia, the West, and the Challenge of Putinism	4

## Psychology

### Overview and Contact Information

The Psychology and Education department offers a wide array of courses in the following areas:

#### General Psychology

#### Social Psychology

The courses in the area of social psychology are concerned with how the social environment affects the behavior of individuals. Among the major topics covered are the ways attitudes develop and change; the conditions under which individuals adhere to or deviate from social norms; the behavior of groups; communication; social interaction and interpersonal relationships; and the similarities and differences between women's and men's behavior.

#### Personality and Abnormal Psychology

The courses in this area cover the fields of personality, abnormal psychology, and psychotherapy. The field of personality, the systematic study of individual differences and similarities, poses questions such as the following: How is each person unique? In what ways are people alike? Abnormal psychology concerns aspects of human behavior that are maladaptive in a person's current context. Students concentrating their

study in this area are urged to take additional courses in developmental psychology, social psychology, and biological bases of behavior.

### Developmental and Educational Psychology

Developmental psychology is characterized by a distinct point of view rather than a specific content area. It is concerned with the origins and progressive development over time of perception, thought, language, personality, and social behavior. Educational psychology involves the application of psychology to our understanding of learning, motivation, and teaching, and focuses on both the complex experiences of individual learners and the diverse sociocultural contexts of learning.

The courses in developmental and educational psychology reflect this range of topics and also cover the application of developmental theory and findings in education. Students concentrating their study in this area are urged to take courses in as many of the other areas of psychology as possible.

### Perception and Cognition

The courses in this area are concerned with how we acquire, use, and recollect information. Major topics include visual and auditory perception, learning and memory, and how individuals understand language. Students concentrating their study in this area, especially those with an interest in cognitive neuroscience, are urged to take additional courses in neuroscience and behavior and developmental psychology. Courses in philosophy (PHIL-201) and computer science (COMSC-151) are recommended for those students with interests in cognitive science and artificial intelligence.

### Biological Bases of Behavior

The courses in this area adopt the perspective that behavior is the product of biological processes. Major topics include the physiological causes of behavior, the evolutionary history and function of behavior, and the role of learning in modifying behavior. Students concentrating their study in this area are urged to take additional course work in cognition, perception, and language, and in biological sciences.

## See Also

- Psychology & Education (p. 322)

### Contact Information

**Katherine Binder, Chair****Janet Crosby, Academic Department Coordinator**

303 Reese Psychology and Education Building

413-538-2338

<https://www.mtholyoke.edu/acad/psychology>

## Faculty

### This area of study is administered by the Department of Psychology and Education:

Katherine Binder, William R. Kenan, Jr. Professor of Psychology

Gail Hornstein, Professor of Psychology and Education, On Leave Fall 2018, Retiring Spring

Becky Packard, Professor of Psychology and Education; Director of the Harriet L. and Paul M. Weissman Center On Leave 2018-2019

Mara Breen, Associate Professor of Psychology and Education, Teaching Fall Only

Amber Douglas, Associate Professor of Psychology and Education; Dean of Studies; Director of Student Success Initiatives

KC Haydon, Associate Professor of Psychology and Education

Corey Flanders, Assistant Professor of Psychology and Education

Jared Schwartzer, Assistant Professor of Psychology and Education

John Tawa, Assistant Professor of Psychology

Kelley O'Carroll, Visiting Lecturer in Psychology and Education

Jenessa Seymour, Visiting Lectuer in Psychology and Education

Danielle Godon-Decoteau, Visiting Instructor in Psychology and Education

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
One 100-level course in psychology		4
PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
At the 200 level, all majors must take courses in at least three of the five areas of the psychology curriculum: <sup>1</sup>		12
A) social psychology		
B) personality and abnormal psychology		
C) developmental and educational psychology		
D) perception, cognition and language		
E) biological bases of behavior		
At least one 300-level laboratory course. Current laboratory courses are:		4
PSYCH-310	Laboratory: Social Psychology	
PSYCH-330	Lab in Developmental Psychology	
PSYCH-331	Lab in Early Social and Personality Development	
PSYCH-338	Lab in Educational Psychology	
PSYCH-340	Laboratory in Perception and Cognition	
PSYCH-350	Lab in Biological Bases of Behavior.	
Two additional 300-level courses, which can be fulfilled by any combination of the following:		8
Additional laboratory courses		
Lecture, seminar, practicum courses		
Independent study at the 300 level <sup>2</sup>		
Total Credits		36

<sup>1</sup> At least one of these courses must be from areas D or E. PSYCH-295 cannot be used to fulfill this requirement

<sup>2</sup> Only one PSYCH-395 can be used for this requirement

## Additional Specifications

- There are many opportunities for students in psychology to work on an individual basis with faculty on original research (see PSYCH-295, PSYCH-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 academic department coordinator.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
Two other courses at the 200 or the 300 level, of which:		8
one must be from curriculum areas A–C: social psychology; personality and abnormal psychology; and developmental and educational psychology		
one must be from curriculum areas D–E: perception, cognition, and language; and biological bases of behavior		
Total Credits		16

## Course Offerings

### General Psychology

#### PSYCH-100 Introduction to Psychology

*Fall and Spring. Credits: 4*

How do we make decisions, form attachments, and learn a language? Can we inherit schizophrenia? Why are we fearful of some situations and not others? What factors influence the way we form attitudes or develop prejudices? This course addresses such questions to provide an overview of current research in psychology.

*Applies to requirement(s): Social Sciences*

*M. Breen, K. Haydon*

#### PSYCH-201 Statistics

*Fall and Spring. Credits: 4*

Statistical procedures are powerful tools for analyzing and interpreting findings and are necessary for accurate reading and understanding of research findings. This course provides an introduction to the most frequently encountered techniques for describing data and making inferences in psychological research. A variety of computer applications are used.

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

*J. Schwartzer, J. Tawa*

*Prereq: A 100-level course in Psychology or Neuroscience 100 or AP Psychology. Coreq: PSYCH-201L.*

#### PSYCH-204 Research Methods in Psychology

*Fall and Spring. Credits: 4*

This course provides an introduction to the skills necessary for becoming good producers and consumers of psychological research. Students learn to develop research questions, survey related literature, design rigorous and ethically sound studies, and collect, analyze, and interpret quantitative and qualitative data. Students build on their computer skills relevant for psychological research and learn to read and critique original empirical journal articles. The course culminates in an original, collaborative research project, a final paper, and an oral presentation.

*Applies to requirement(s): Social Sciences*

*K. Binder, C. Flanders*

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

*Prereq: PSYCH-201, STAT-240, or STAT-242. Coreq: PSYCH-204L.*

*Advisory: Students must take statistics (PSYCH-201 or STAT-240 or STAT-242) before enrolling in this course.*



**PSYCH-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***PSYCH-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***PSYCH-398 Seminar in Psychological Research***Fall. Credits: 1*

This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Gagnon, C. Lavigne**Advisory: Only students doing an honors thesis are permitted to register.***PSYCH-399 Seminar in Psychological Research***Spring. Credits: 1*

This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Gagnon, C. Lavigne**Advisory: Only students doing an honors thesis are permitted to register.***Social Psychology****PSYCH-210 Social Psychology***Not Scheduled for This Year. Credits: 2*

This course covers a range of information within social psychology, including theory, research, and applied contexts. Areas of interest will include self and social perception, attitudes, stereotypes, prejudice, discrimination, group dynamics, interpersonal attraction and relationships, among others.

*Applies to requirement(s): Social Sciences**C. Flanders**Prereq: A 100 level psychology course.***PSYCH-212 Individuals and Organizations***Not Scheduled for This Year. Credits: 4*

This course focuses on individual and small-group behavior in the organizational setting. The class will focus on: (1) understanding human behavior in an organizational context; (2) understanding of oneself as an individual contributor and/or leader within an organization, and ways to contribute to organizational change; (3) intergroup communication and conflict management; and (4) diversity and organizational climate.

*Applies to requirement(s): Social Sciences**B. Packard**Restrictions: Course limited to sophomores, juniors and seniors***PSYCH-213 Psychology of Racism***Not Scheduled for This Year. Credits: 4*

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.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department**Restrictions: Course limited to sophomores, juniors and seniors***PSYCH-217 Psychology of Human Sexuality***Fall. Credits: 4*

This course is an introduction to the psychological study of human sexuality. We will take a psychobiosocial perspective in this course, covering topics such as reproductive anatomy and physiology, sexual response, sexually transmitted infections, contraceptive choices, pregnancy and birth, attraction and dating, love, sexual and relational communication, and consent. The goals of the course are to have students develop a strong understanding of human sexual biology, identity, behavior, and health, to understand how each of these areas is impacted by social context, and to engage with current research in the field.

*Crosslisted as: GNDST-212HS**Applies to requirement(s): Social Sciences**C. Flanders**Prereq: A 100-level course in Psychology.***PSYCH-310 Laboratory: Social Psychology****PSYCH-310AP Laboratory in Social Psychology: 'Community-Based Participatory Action Research'***Not Scheduled for This Year. Credits: 4*

In this course we will apply social psychological research practices to understand a social problem and work toward promoting positive social change. Specifically, we will use community-based participatory action research principles to investigate community concerns related to sexual and mental health, or community-identified pathways to promoting sexual and mental well-being. Students will develop a research project in partnership with community stakeholders, collect and analyze data, and produce a final product that is based on community priorities and is useful for community partners.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Community-Based Learning**C. Flanders**Prereq: PSYCH-200 or PSYCH-204.*

**PSYCH-319 Seminar in Social Psychology****PSYCH-319GS Seminar in Social Psychology: 'Gender and Sexual Minority Health'***Spring. Credits: 4*

This course is a critical overview and investigation of health as it relates to the experiences of gender and sexual minority people. We will begin with exploring theoretical understandings of health and marginalization, and use those as frameworks to examine various domains of health. Areas of interest will include mental health, sexual and reproductive health, substance use, disability, and issues related to body size and image. We will end by looking at other structural issues that affect gender and sexual minority health, such as access to care, health education, and health policy.

*Crosslisted as: GNDST-333GS**Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**C. Flanders**Prereq: PSYCH-200 or PSYCH-204 or GNDST-201.***PSYCH-319RA Seminar in Social Psychology: 'Theories in Race Relations'***Not Scheduled for This Year. Credits: 4*

In this seminar course we will examine theory and research on racial group relations. While most theory on race relations has been framed within a Black-White paradigm, in this course, we will pay particular attention to relations between minority groups existing within a context of White sociopolitical power. We will examine social, political, cultural, and psychological perspectives on the causes of prejudice between racial groups, as well as theory and research that promotes healthy group relations and solidarity between oppressed groups. Classes will include some didactic lecturing, but will emphasize discussion based and experiential learning.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**J. Tawa**Prereq: PSYCH-200 or PSYCH-204.***Personality and Abnormal Psychology****PSYCH-220 Theories of Personality***Fall and Spring. Credits: 4*

How do individuals differ and how are they the same? What factors shape the development of our personalities? This course will introduce students to some of the major psychological theories of and approaches to understanding personality. We will critically examine theory and research on traits, genetics, neuroscience, self and identity, intrapsychic perspectives, regulation and motivation, and cognition, integrating these views into a more complete understanding of personality.

*Applies to requirement(s): Social Sciences**D. Godon-Decoteau**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: A 100-level course in Psychology or AP Psychology.***PSYCH-222 Abnormal Psychology: Clinical Perspectives***Fall and Spring. Credits: 4*

This course surveys the psychological field of abnormal psychology. We will explore historical foundations, theories, research, assessment, and treatment as they relate to diagnoses included in the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*. Throughout the course, we will critically examine the concept of abnormality and its intersection with societal and cultural contexts.

*Applies to requirement(s): Social Sciences**D. Godon-Decoteau, J. Tawa**Prereq: 100-level course in Psychology or AP Psychology.***PSYCH-326 Laboratory in Personality and Abnormal Psychology****PSYCH-326AM Laboratory in Personality and Abnormal Psychology: 'Racism and Asian American Mental Health'***Spring. Credits: 4*

Despite racialization as "model minorities," the psychological literature demonstrates that Asian Americans experience racism and are detrimentally affected by it. However, some aspects of anti-Asian American racism are qualitatively different from racism that is typically directed at other groups of color. In this course, we will explore the nature of anti-Asian American racism, how it may be internalized, and effects on mental health. Students will develop research questions and analyze (primarily quantitative) survey data from an ethnically diverse sample of Asian Americans. At the end of the semester, students will have an opportunity to report their original research findings.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**D. Godon-Decoteau**Prereq: PSYCH-200 or PSYCH-204.***PSYCH-326BH Laboratory in Personality and Abnormal Psychology: 'Behavioral Methods for Social and Intergroup Psychology'***Fall. Credits: 4*

Relatively recent technological and methodological developments offer psychologists an opportunity to study social and intergroup behavior with greater sophistication than ever before. In this lab course, students will complete a semester long group research project that implements one of four possible innovative behavioral methods: Implicit association tests, social network analysis, physiological assessment, or a virtual world research method. Group projects will culminate in a presentation of their research to the class and a brief written report of findings that will be structured as a professional conference presentation submission.

*Applies to requirement(s): Social Sciences**J. Tawa**Prereq: PSYCH-200 or PSYCH-204.***PSYCH-329 Seminar in Personality and Abnormal Psychology****PSYCH-329AS Seminar in Personality and Abnormal Psychology: 'Racialization and 'Psychological Experiences of Asian Americans'***Fall. Credits: 4*

This course will examine the psychological experiences of Asian Americans, with particular attention to how racism and racialization in the U.S. shape lived experience and mental health. The goal is to learn how to integrate multiple dimensions (e.g., historical, sociopolitical, cultural, individual) to understand the person in context.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**D. Godon-Decoteau, J. Tawa**Prereq: PSYCH-200 or PSYCH-204.*

## Developmental and Educational Psychology

### PSYCH-230 Developmental Psychology

*Fall and Spring. Credits: 4*

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.

*Applies to requirement(s): Social Sciences*

*K. Haydon, K. O'Carroll*

*Prereq: A 100-level psychology course or AP Psychology.*

### PSYCH-233 Educational Psychology

*Fall and Spring. Credits: 4*

What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students' prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings. Requires a prepracticum in a community-based setting.

*Crosslisted as: EDUC-233*

*Applies to requirement(s): Social Sciences*

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

*K. O'Carroll*

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

*Notes: Prepracticum required. Many of the available placements for this course are in after-school settings (one afternoon per week)*

### PSYCH-330 Lab in Developmental Psychology

#### PSYCH-330RD Lab in Developmental Psychology: 'Laboratory in Romantic Development: Observational Coding Methodology'

*Fall. Credits: 4*

Students will work in teams to code videotaped observations of romantic partners discussing relationship conflicts. Students will learn to code emotion expressions and behavior at the dyadic and individual levels. Course topics include methodological issues such as coding bias, construct validity, and intercoder reliability, as well as empirical research on individual differences in conflict behavior and links between conflict behavior and relationship outcomes. Students will complete individual final research projects to report original quantitative multivariate analyses based on data generated during the course.

*Applies to requirement(s): Social Sciences*

*K. Haydon*

*Restrictions: This course is open to juniors and seniors; This course is limited to Psychology or Psychology and Education majors.*

*Prereq: PSYCH-200 or PSYCH-204.*

### PSYCH-331 Lab in Early Social and Personality Development

*Fall and Spring. Credits: 4*

In the role of a participant-observer, each student studies the social and personality development of the children in one classroom at the Gorse Children's Center. Students learn how to articulate developmental changes and individual differences by analyzing detailed observations. Topics include peer relationships, concepts of friendship, emotional development, identity formation, social cognition, and the social and cultural context of development. There is also an emphasis on linking observations of teacher's support for development in the early childhood classroom to educational policy and advocacy.

*Applies to requirement(s): Social Sciences*

*J. Jacoby, K. O'Carroll*

*Instructor permission required.*

*Prereq: PSYCH-200 or PSYCH-204, and PSYCH-230.*

*Notes: 2 labs (3 hours each) required at Gorse Children's Center*

### PSYCH-337 Seminar in Educational Psychology

#### PSYCH-337CH Seminar in Educational Psychology: 'Defining Childhood and Adolescence in the U.S. Today'

*Fall. Credits: 4*

If 50 is the new 40, is 20 the new 10? In this course, students will explore the ways in which definitions of childhood and adolescence in the U.S. have evolved in recent decades and what are the implications of those changes for education. For example, we will consider increasing school-readiness demands of preschoolers on the one hand and notions of extended adolescence and emerging adulthood on the other hand. Using both academic and media articles, course content will integrate concepts from developmental psychology and brain development with major moments in U.S. social and education policy.

*Applies to requirement(s): Social Sciences*

*K. O'Carroll*

*Prereq: PSYCH-200 or PSYCH-204.*

### PSYCH-338 Lab in Educational Psychology

#### PSYCH-339 Seminar in Developmental Psychology

#### PSYCH-339LG Seminar in Developmental Psychology: 'Language and Literacy Development in Early Childhood'

*Spring. Credits: 4*

This course explores how home and school learning environments influence the development of language and literacy skills of children ages 3-8. It examines situations in which families and schools, although utilizing different languages, dialects, and ways of communicating, can work together to enhance children's language learning. Particular attention is given to children's development of academic language – the written and spoken language needed to understand and create texts required for success in school.

*Applies to requirement(s): Social Sciences*

*J. Jacoby*

*Prereq: PSYCH-230, PSYCH-233, or PSYCH-241.*

*Advisory: Prior coursework in developmental psychology, educational psychology, or cognitive psychology required.*

**PSYCH-339RL Seminar in Developmental Psychology: 'Close Relationships across the Lifespan'***Spring. Credits: 4*

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.

*Applies to requirement(s): Social Sciences*

*K. Haydon*

*Restrictions: This course is open to juniors and seniors; This course is limited to Psychology or Psychology and Education majors.*

*Prereq: PSYCH-200 or PSYCH-204, and PSYCH-230.*

**Perception and Cognition****PSYCH-240 Sensation and Perception***Not Scheduled for This Year. Credits: 4*

The act of taking in (sensation) and making sense of (perception) information from the world around us is a core element of the human experience. Indeed, these processes form both the boundary and conduit between an individual and the broader world. This course examines the neural and cognitive mechanisms that allow us to convert different wavelengths of light, changing vibrations in the air, floating chemicals, heat, pressure, and other stimuli into a unified representation of reality -- and all the interesting things that happen when those mechanisms get tricked or disrupted!

*Applies to requirement(s): Social Sciences*

*A. Fitzroy*

*Prereq: A 100-level psychology course.*

**PSYCH-241 Cognitive Psychology***Fall and Spring. Credits: 4*

Cognition encompasses a range of phenomena that define our mental lives. This course considers empirical investigations and theoretical accounts of cognitive issues, including learning and memory, creativity and problem solving, decision making, attention, consciousness, and language.

*Applies to requirement(s): Social Sciences*

*J. Seymour*

*Prereq: A 100-level course in psychology or AP Psychology.*

**PSYCH-246 Cognitive Neuroscience***Not Scheduled for This Year. Credits: 4*

Cognitive psychologists investigate the features and functions of the human mind through behavioral techniques; neuroscientists explore the physiology of the human brain. Cognitive Neuroscience lies at the intersection of these disciplines, and asks questions like: How are memories represented in the brain? Is our brain pre-prepared to learn language and if so, how? How does the average human brain still outperform most face recognition software? This course explores the cognitive and neural processes that support vision, attention, language, memory, and music. It introduces basic neuroanatomy, functional imaging techniques, and behavioral measures of cognition.

*Applies to requirement(s): Social Sciences*

*M. Breen*

*Prereq: PSYCH-100 or NEURO-100.*

*Notes: This course counts in the cognitive or biol bases area of the psychology major.*

**PSYCH-340 Laboratory in Perception and Cognition****PSYCH-340CL Laboratory in Perception and Cognition: 'Cognition and Literacy'***Fall. Credits: 4*

Adult illiteracy in the U.S. presents an ever-growing challenge. To understand this problem, we will learn various theories of reading. However, since many models of reading are based on data gathered from children, we will also examine how the cognitive abilities of adults are different from those of children. A large component of this class concerns learning the lab techniques associated with assessing reading abilities. In addition, since this is a community-based learning course, each student will become a tutor for an adult enrolled in an area literacy program.

*Applies to requirement(s): Social Sciences*

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

*K. Binder*

*Prereq: PSYCH-200 or PSYCH-204.*

*Notes: 3 hours per week as a literacy tutor in Springfield is required.*

**PSYCH-340CP Laboratory in Perception and Cognition: 'Cognition and Perception'***Spring. Credits: 4*

This course will involve in-depth reading of journal articles, group work on a research project, and data collection outside of class. Research questions will revolve around basic sensory processing in unique populations such as video game players, athletes, blind people, deaf people, and blindfolded sighted adults.

*Applies to requirement(s): Social Sciences*

*J. Seymour*

*Instructor permission required.*

*Prereq: PSYCH-200 or PSYCH-204.*

**PSYCH-349 Seminar in Perception and Cognition****PSYCH-349AM Seminar in Perception and Cognition: 'Art, Music, and the Brain'***Not Scheduled for This Year. Credits: 4*

Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of visual and auditory stimuli, ask how this processing may affect the way we do art and music, and explore where these phenomena may occur in the brain. As we engage in discussion and hands-on activities, we will discover the commonalities between the arts and the sciences including practice, experimentation, exploration, innovation, and creativity.

*Crosslisted as: MUSIC-321AM*

*Applies to requirement(s): Social Sciences*

*M. Breen*

*Restrictions: This course is limited to seniors.*

*Instructor permission required.*

*Prereq: At least 8 credits at the 200 level in Psychology, Neuroscience and Behavior, Art History, or Music.*



**PSYCH-349LT Seminar in Perception and Cognition: 'Language and Thought'***Fall. Credits: 4*

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.

*Applies to requirement(s): Social Sciences**M. Breen**Prereq: PSYCH-200 or PSYCH-204.**Advisory: A 200-level course in Cognitive Psychology recommended.***PSYCH-349SE Seminar in Perception and Cognition: 'Sixth Sense'***Fall and Spring. Credits: 4*

This course will be focused on unique sensory experiences, mainly those of deaf, blind, and synesthetic individuals, from a neuroplasticity perspective. We will explore how our sensory experience of the world shapes the brain and vice versa, and how disadvantages in one sense may contribute to advantages in others. The course will be a seminar, with in-depth reading of journal articles covering behavioral and neuroimaging studies.

*Applies to requirement(s): Social Sciences**J. Seymour**Instructor permission required.**Prereq: PSYCH-200 or PSYCH-204.***Biological Bases of Behavior****PSYCH-253 Brain, Behavior, and Immunology***Fall. Credits: 4*

Why do repeated concussions increase risk of developing depression? Why does that approaching cold hold off until finals week is over then hit like a freight train? When you stand to give a presentation, why does your mouth go dry, perspiration bead on your skin, and your heart start racing? These questions can be answered by the intricate relationship between the nervous and immune systems. This course will introduce the basic biology of these systems and demonstrate how they interact with each other and our environment to control our mood and behavior. "Stress" will be highlighted throughout the course as an example of brain, behavior, and immunology working together.

*Applies to requirement(s): Social Sciences**J. Church**Prereq: PSYCH-100 or NEURO-100.***PSYCH-254 Psychopharmacology***Spring. Credits: 4*

Psychopharmacology focuses on the impact that drugs (both illicit and prescription) have on the brain, neurocircuitry, and behavior. Students will explore the underlying neurotransmitter systems of the brain and discover how substances influence nervous system function including the experience of pain, sleep, emotional states, motivation, addiction, and mental health. The course will bridge concepts in chemistry, biology, psychology, and neuroscience by highlighting major drug classes and their underlying mechanisms of action. Additional discussions will focus on the economic, social, and political aspects of the drug market, as well as ethics and legalities of the drug industry.

*Applies to requirement(s): Social Sciences**J. Schwartz**Prereq: PSYCH-100, NEURO-100, or AP Psychology.***PSYCH-256 Hormones and Behavior***Spring. Credits: 4*

Does the idea of Finals Week stress you out? Have you ever felt hungry or thirsty? Is our biology to blame when people cheat on their partners? From mental health and hunger to sexual motivation and aggression, our hormones dictate many of our basic choices and ultimately control how we interact with our world. This course will explore how hormones communicate with our brain to influence behaviors such as sexual attraction and reproduction, parental care, and social behavior. Special emphasis will be placed on the underlying biology and role of the nervous system in regulating hormone levels.

*Applies to requirement(s): Social Sciences**J. Church**Prereq: PSYCH-100, NEURO-100, or AP Psychology.***PSYCH-350 Lab in Biological Bases of Behavior:****PSYCH-350AN Lab in Biological Bases of Behavior: 'Analyzing Human Brain Signals'***Fall. Credits: 4*

The most commonly employed techniques in human cognitive neuroscience are electroencephalography (EEG) and functional magnetic resonance imaging (fMRI). These powerful tools complement one another, unlocking insights into the when and where of brain function. Interpreting these signals requires specialized techniques, which can be difficult to learn while conducting your first experiment. This course teaches gold-standard analysis methods for EEG and fMRI data using open-source datasets in MATLAB and Linux environments, preparing students for work in research. Computational skills recommended.

*Applies to requirement(s): Social Sciences**A. Fitzroy**Restrictions: This course is open to juniors and seniors**Prereq: PSYCH-200 or PSYCH-204.*

**PSYCH-350BN Lab in Biological Bases of Behavior: 'Laboratory in Behavioral Neuroscience'***Fall. Credits: 4*

This intensive laboratory course will train students to use the technical methods and tools commonly used in behavioral neuroscience research. Skills covered will include animal care and handling, use of behavioral assays, pharmacology, and neurosurgical procedures. Students will engage in weekly exercises and hands-on experiments to study the link between brain function and behavioral responses. These preclinical tools will be used to test research questions related to learning and memory, social-emotional responses, and drug-seeking behaviors. After completion of this course, students will have a deeper understanding of the design and implementation of behavioral neuroscience research.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**J. Schwartz**Instructor permission required.**Prereq: PSYCH-200 or PSYCH-204.**Advisory: Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.***PSYCH-359 Seminar: Biological Bases of Behavior****PSYCH-359CN Seminar: Biological Bases of Behavior: 'Clinical Neuroscience'***Not Scheduled for This Year. Credits: 4*

Explore how psychology, neuroscience, and medicine come together to study the etiology and treatment of neuropsychiatric disorders. Students will examine the behavioral features and neurobiology behind various clinical disorders such as Autism, ADHD, Substance Use Disorders, Mood Disorders, Schizophrenia, Anxiety, and Neurodegenerative Diseases. The course will rely on primary research to identify how changes in physiology and biology might manifest in the behaviors that define psychopathology. Students will gain a deeper understanding of clinical and preclinical techniques used to study these disorders while bridging their knowledge of molecular, cellular, and systems neuroscience research.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**J. Schwartz**Prereq: PSYCH-200 or PSYCH-204.**Advisory: Neuroscience 100 strongly recommended.*

## Psychology and Education

### Overview and Contact Information

The Psychology and Education department offers two options within the Psychology and Education major and a minor in Education. Within the major, Option I requires a minimum of 60 credits and leads toward teacher licensure in early childhood education (PreK–2) or elementary education (1–6); Option II requires a minimum of 44 credits and does not lead toward licensure. No major is offered in education alone. The minor in education (with teacher licensure) provides students with another route to completing the course work necessary for applying to Mount Holyoke's teacher licensure programs.

Students considering pursuing teacher licensure while an undergraduate at Mount Holyoke must contact the Five College Teacher Licensure Coordinator for an appointment (preferably by the middle of the sophomore year), to review their options, the licensure requirements, and application procedures for acceptance into the licensure program of their choice. Candidates for all Mount Holyoke's teacher education programs must complete a sequence of courses in the Psychology and Education Department prior to the spring semester of their senior year. The spring

semester of the senior year is devoted almost entirely to the practicum, which is a full-time student teaching assignment in an area school.

Several options are available to complete the teacher licensure course sequence in relation to a student's major or minor.

- Students who wish to work towards an early childhood or elementary license have a choice of majors. Students can major in psychology and education or, with careful selection of courses, any liberal arts major which the College offers. The latter often elect to complete the education minor, as the minor in education (with teacher licensure) provides students with the course work necessary for applying to Mount Holyoke's teacher licensure programs.
- Students pursuing a license in middle or secondary school subjects, or certification in the arts typically major in that subject area, with careful selection of courses to meet all licensure requirements.

More information is available within teacher licensure (p. 324).

Students are also encouraged to contact the teacher licensure website (<https://www.mtholyoke.edu/acad/teach>) and the Teacher Licensure Coordinator for further information.

For those who have already completed a bachelor's degree, the Master of Arts in Teaching (p. 381) program, through the Professional and Graduate Education division, offers an alternative route towards licensure.

## See Also

- Educational Studies (p. 148)
- Educational Policy and Practice (p. 147)
- Psychology (p. 315)
- For study after completing the bachelor's degree: Master of Arts in Teaching (p. 381)

## Contact Information

**Katherine Binder, Chair****Jennifer Matos, Interim Director, Secondary/Middle Teacher Licensure Program****Sarah Frenette, Interim Director, Early Childhood/Elementary Teacher Licensure Program and Five College Teacher Licensure Coordinator****Cheryl McGraw, Academic Department Coordinator**

303 Reese Psychology and Education Building

413-538-2338

<https://www.mtholyoke.edu/acad/psychology/psyched>

## Faculty

### This area of study is administered by the Department of Psychology and Education:

Sandra Lawrence, Professor of Psychology and Education

Becky Packard, Professor of Psychology and Education; Director of the Harriet L. and Paul M. Weissman Center On Leave 2018-2019

Jennifer Jacoby, Class of 1929 Dr. Virginia Apgar Assistant Professor of Education

Lenore Reilly, Assistant Professor of Education; Senior Advisor to the President/Secretary of the College

Jennifer Matos, Visiting Lecturer in Psychology and Education

Kelley O'Carroll, Visiting Lecturer in Psychology and Education

Sarah Bent, Visiting Instructor in Education

Sarah Frenette, Five College Coordinator of Teacher Licensure

## Requirements for the Major in Psychology and Education

Two options are offered within the psychology and education major:

- Option I: (p. ) requires a minimum of 60 credits and leads toward teacher licensure in early childhood education (PreK–2) or elementary education (1–6)
- Option II (p. ): requires a minimum of 44 credits and does not lead toward licensure

### Option I: Leading to Teacher Licensure in Early Childhood or Elementary Education

A minimum of 60 credits (including the student teaching practicum in the senior year):

Code	Title	Credits
A 100-level psychology course		4
PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
PSYCH-230	Developmental Psychology	4
PSYCH-233	Educational Psychology	4
EDUC-205	Racism and Inequality in Schools and Society	4
EDUC-263	Teaching English Language Learners	4
One course at the 200 or 300 level in Area D (perception, cognition, and language) or Area E (biological bases of behavior) of the psychology curriculum		4
At least one course at the 200 or 300 level in psychology in Area A (social psychology) or Area B (personality and abnormal psychology) or Areas D or E (whichever area was not selected to complete the Area D or E requirement above)		4
One Psychology laboratory at the 300 level, if not completed in meeting the Area requirements above <sup>1,2</sup>		0-4
EDUC-300	The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools	4
EDUC-320	Observing and Assisting in Inclusive Classrooms (junior or senior year)	2
EDUC-325	The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum	4
EDUC-322	Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education	4
EDUC-323	Student Teaching in Early Childhood and Elementary Schools	10
Total Credits		60-64

<sup>1</sup> All lab courses have the word "Lab" or "Laboratory" as the first word of the course title.

<sup>2</sup> EDUC-395 for lab credit may be substituted for the 300-level Psychology lab. If choosing the EDUC-395 for lab credit option, the project must include analysis of data (e.g., quantitative, qualitative, archival, biographical), using any empirical method (e.g., experiment, case study, interview) and must be presented orally to the department at the end of the semester. This option requires a minimum of 4 credits of EDUC-395.

### Other Requirements

- Distribution/General Education Courses. 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. See the appropriate program director or the teacher licensure coordinator for assistance in selecting this course work.
- Lab in Early Social and Personality Development. Applicants for the early childhood license (PreK-2) must enroll in PSYCH-331. This course can be used to fulfill the requirement for a Psychology lab at the 300 level.

### Additional Specifications

- Students who declare a psychology and education major automatically fulfill the College's "outside the major" requirement.

### Option II: Not Leading to Teacher Licensure

A minimum of 44 credits:

Code	Title	Credits
A 100-level psychology course		4
PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
PSYCH-230	Developmental Psychology	4
PSYCH-233	Educational Psychology	4
EDUC-205	Racism and Inequality in Schools and Society	4
One additional course at the 200 or 300 level in Area D (perception, cognition, and language) or Area E (biological bases of behavior) of the psychology curriculum		4
At least one course at the 200 or 300 level in psychology in Area A (social psychology) or Area B (personality and abnormal psychology) or Areas D or E (whichever area was not selected to complete the Area D or E requirement above)		4
One Psychology laboratory course at the 300 level <sup>1,2</sup>		4
8 additional credits in psychology above the 100 level. These credits must be at the 300 level, unless 12 other 300-level credits were completed in meeting Area requirements <sup>3</sup>		8
Total Credits		44

<sup>1</sup> All lab courses have the word "Lab" or "Laboratory" as the first word of the course title.

<sup>2</sup> If choosing EDUC-395 for lab credit, the project must include analysis of data (e.g. quantitative, qualitative, 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 EDUC-395.

<sup>3</sup> 300-level courses can be completed outside the psychology and education department if they are in a related field.

### Additional Specifications

- Students who declare a psychology and education major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor in Education

The minor in education (with teacher licensure) provides students with the course work necessary for applying to Mount Holyoke's teacher licensure programs. Further information about teacher licensure programs and procedures for admittance into one of the programs is found within Teacher Licensure (p. 324).

Students who elect the interdisciplinary major in psychology and education (Option I) complete the same course sequence requirements as the education minor, but through completion of the psychology and education major (p. ).

Other students may elect the education minor, whose course sequence depends on the student's academic plans.

### Requirements for the Education Minor Specific to the Early Childhood and Elementary Teaching License With a Major in Any Discipline *Other than Psychology and Education*

For students pursuing early childhood or elementary licensure with a major in any discipline other than psychology and education the requirements are:

A minimum of 44 credits:

Code	Title	Credits
PSYCH-230	Developmental Psychology	4
PSYCH-233	Educational Psychology	4
EDUC-205	Racism and Inequality in Schools and Society	4
EDUC-263	Teaching English Language Learners	4
EDUC-300	The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools	4
EDUC-320	Observing and Assisting in Inclusive Classrooms	2
EDUC-325	The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum	4
EDUC-322	Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education	4
EDUC-323	Student Teaching in Early Childhood and Elementary Schools	10
An additional course as required for your level:		4
EDUC-265 is required for elementary applicants <sup>1</sup>		
PSYCH-331 for early childhood (PreK–2) applicants		
Total Credits		44

<sup>1</sup> A course in children's literature for educators is highly recommended for early childhood applicants

### 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 a minimum of 40 credits:

Code	Title	Credits
PSYCH-230	Developmental Psychology	4
PSYCH-233	Educational Psychology	4
EDUC-205	Racism and Inequality in Schools and Society	4
EDUC-263	Teaching English Language Learners	4
EDUC-320	Observing and Assisting in Inclusive Classrooms	2
EDUC-330	The Process of Teaching and Learning in Secondary and Middle Schools	4
EDUC-331	Student Teaching in Secondary and Middle Schools	10
EDUC-333	Practicum Seminar on Teaching and Learning: Middle and Secondary Education	4
A subject-specific methods of teaching course at one of the Five Colleges		4
Total Credits		40

### Additional Specifications

- A course in differences in learning is highly recommended.

## Teacher Licensure Programs

Information about the teacher licensure programs at the baccalaureate level, procedures for admittance into one of the programs, and the requirements for course work follow.

Currently, Mount Holyoke College is approved by the state of Massachusetts to offer "initial" licensure programs at the baccalaureate level in the following areas:

Code	Title	Credits
Early childhood education (PreK–2)		
Elementary education (1–6)		
Biology (8-12)		
Chemistry (8-12)		
Earth science (8-12)		
English (5-12)		
History (5-12)		
Mathematics (5-8 and 8-12)		
Physics (8-12)		
Social studies (8-12)		
Foreign language (5-12) in Spanish, French, German, Italian, Russian, and Latin & classical humanities		
Dance (all levels)		
Music (all levels)		
Theater (all levels)		
Visual art (PreK-8 and 5-12)		

At the graduate level, the College also admits qualified students who have completed their bachelor of arts degrees, to study for the degree of Master of Arts in Teaching (p. 381). The Master of Arts in Teaching



program is offered through the division of Professional and Graduate Education.

## Procedures and Policies for Teacher Licensure

### Procedures

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 of the 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 (p. 324) or built into Option I within the psychology and education major (p. 323),
3. attend follow-up advising sessions with Sarah Frenette as well as advisors in the major to assist with course selection necessary for teacher licensure, and,
4. complete the application process for the practicum year.

Part of the application process includes passing all components of the Massachusetts Tests for Educator Licensure (MTEL) before the spring practicum.

### Relationship of the Licensure Course Sequence to the Student's Major

Students pursuing a license in middle or secondary school subjects, or certification in the arts typically major in that subject area, with careful selection of courses to meet all licensure requirements.

Students who wish to work towards an early childhood or elementary license have a choice of majors. Students can major in psychology and education (p. 323) or, with careful selection of courses, any liberal arts major which the College offers. The latter often elect to complete the education minor (p. 324), as the minor in education (with teacher licensure) provides students with the course work necessary for applying to Mount Holyoke's teacher licensure programs.

Specific advice to students pursuing licensure in specific areas of study can be found with other information about that area of study (p. 41).

### Application to the Practicum Semester

Candidates for teacher licensure at all levels must apply to participate in the practicum semester (<https://www.mtholyoke.edu/acad/teach/application>) between December 1 and January 7 of their junior year. In addition to completing an application form and having an interview with the program director, students must submit a resume, transcript, a copy of their current degree audit, evidence of passing the appropriate components of the MTEL for the license sought (<https://www.mtel.nesinc.com>), two faculty recommendations, and a written essay. The transcript must reflect a cumulative GPA of 2.85 or higher. Following completion of prerequisite courses offered in their chosen major and in the Department of Psychology and Education and acceptance into the practicum semester, students are eligible to enroll in a student teaching practicum offered in the spring semester of their senior year.

### Teacher Incentive Semester (TIS)

The Teacher Incentive Semester provides an opportunity for those students who wish to pursue a teaching license but were unable to complete their final teacher licensure program requirements within the usual number of semesters expected for the bachelor's degree. The Teacher Incentive Semester is offered in the spring semester only and consists of the practicum course and the practicum seminar. To be eligible for TIS, the student must both, before the TIS semester:

1. have completed all graduation requirements including those of the major, minor, College distributions, and 128 credits;
2. have exceeded the funding limitation standards of the College (i.e., at least eight semesters for first-year fall entrants or seven semesters for first-year spring entrants. Transfer and Frances Perkins students should consult with Student Financial Services to determine the applicable limitation standard.).

Courses of study as well as procedures for application to a specific teacher licensure program and practicum are the same as those for students who complete the practicum without TIS eligibility. (See "Application to the Practicum Semester" above.) Students accepted into a teacher licensure program and TIS will be charged one credit for the TIS semester.

There is no financial aid eligibility during the TIS semester.

### Obtaining a Teaching License from the Massachusetts Department of Elementary and Secondary Education

To become eligible for licensure in the state of Massachusetts through Mount Holyoke's curriculum, graduates must:

1. successfully complete the requirements of a Mount Holyoke teacher licensure program,
2. pass all the appropriate components of the Massachusetts Tests for Educator Licensure (MTEL), and,
3. submit licensure application materials and fees to the Massachusetts Department of Elementary and Secondary Education.

Once candidates obtain licensure in Massachusetts, they are eligible for licensure in many other states through reciprocity agreements arranged by the Massachusetts Department of Elementary and Secondary Education (p. 1).

## Course Offerings

### EDUC-205 Racism and Inequality in Schools and Society

*Fall. Credits: 4*

When do we bring up race and racism in a classroom? What do teachers need to interrupt racism and other types of oppression? How do societal issues affect schools and communities? This course examines the historical, social, and legal underpinnings of social constructions and how perspectives on race have influenced lives within school communities. Topics included will be white privilege and accountability, achievement and opportunity gaps, and the impact of antiracist pedagogies on multiple levels. Intersectionality of race and other identities will also be addressed. Essays, response papers, field experiences, and final project are required.

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

*Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive*

*J. Matos*

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

*Notes: Prepracticum required. Many of the available placements for this course are in after-school settings (one afternoon per week).*

### EDUC-233 Educational Psychology

*Fall and Spring. Credits: 4*

What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students' prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings. Requires a prepracticum in a community-based setting.

*Crosslisted as: PSYCH-233*

*Applies to requirement(s): Social Sciences*

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

*K. O'Carroll*

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

*Notes: Prepracticum required. Many of the available placements for this course are in after-school settings (one afternoon per week)*

### EDUC-263 Teaching English Language Learners

*Fall. Credits: 4*

This course addresses core competencies outlined in the Massachusetts Department of Education's English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

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

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

*J. Jacoby*

*Instructor permission required.*

*Advisory: Permission of instructor. Preference is given to students enrolled in the teacher licensure program*

### EDUC-267 Children's Literature for Educators

*Fall. Credits: 4*

This course introduces various genres of children's literature, including literature for adolescents; explores equity and social justice issues; and examines approaches to using literature in the preK-8 curriculum with an emphasis on social-emotional learning and making literature accessible to all learners. Students will read a variety of texts across genres and discuss ways to integrate literature into curriculum and learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives.

*Crosslisted as: X.EDUC-465*

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

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

*N. Walsh*

*Instructor permission required.*

*Advisory: Only available to undergraduates who have been accepted into the teacher licensure track in the Psychology and Education Department.*

*Requires a field-experience in an educational setting.*

### EDUC-295 Independent Study

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

### EDUC-300 The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools

*Spring. Credits: 4*

Through a balanced and integrated approach students will learn to develop literacy in early childhood/elementary schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children's fiction and nonfiction literature, and the use of portfolios for assessment. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a prepracticum.

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

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

*J. Jacoby*

*Instructor permission required.*

*Advisory: Limited to students accepted to the practicum year program*

*Notes: Prepracticum required.*

**EDUC-320 Observing and Assisting in Inclusive Classrooms***Fall and Spring. Credits: 2*

Students are expected to complete a supervised field experience full-time every day during January Intersession in an inclusive classroom in a school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings (detailed below). Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Applies to requirement(s): Meets No Distribution Requirement**S. Frenette**Instructor permission required.**Prereq: One of the following: PSYCH-230, PSYCH-233, EDUC-205, or EDUST-215.**Advisory: Permission to participate in prepracticum experience for credit is contingent upon attendance at the meetings in November. Consult Ms.**Frenette in October for exact dates of the November course meetings.**Notes: This course is required of all students pursuing teacher licensure.**Graded on a credit/no credit basis. Three mandatory meetings (2 hours each): one in November, one in December, and one in February. Prepracticum: five days a week for three weeks in January.***EDUC-322 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education***Spring. Credits: 4*

This weekly seminar provides students with opportunities to examine curriculum development models, develop an integrated curriculum unit utilizing state and national content area standards, review researched based models of classroom management, and engage in dialogue with practicing teachers regarding numerous aspects of teaching and student learning. Additional topics covered include the arts in education, physical education, legal obligations of teachers, and home-school communication. As is the case in all pre-licensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive**S. Frenette**Instructor permission required.**Advisory: Limited to students accepted into the practicum year program***EDUC-323 Student Teaching in Early Childhood and Elementary Schools***Spring. Credits: 10*

Students participate in full-time student teaching in early childhood and elementary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**S. Frenette**Restrictions: This course is limited to seniors.**Instructor permission required.**Prereq: EDUC-300, EDUC-320, and EDUC-325.**Notes: Credit/no credit grading. 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.***EDUC-324 Observing and Assisting in Early Childhood and Elementary Settings***Fall and Spring. Credits: 1 - 2*

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.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**S. Frenette**Instructor permission required.**Notes: 1 credit (20 hours of prepracticum); 2 credits (40 hours or more of prepracticum). Credit/no credit grading.***EDUC-325 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum***Fall. Credits: 4*

Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. They will teach a minimum of three lessons to students in their pre-practicum setting. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**S. Bent**Instructor permission required.**Advisory: Pre-practicum required. Limited to students accepted in the practicum year program.**Notes: Pre-practicum required*

**EDUC-330 The Process of Teaching and Learning in Secondary and Middle Schools**

*Fall. Credits: 4*

This course addresses the question: what does teaching for understanding look like, and how can we plan for it? Informed by current research and effective teaching practice, students learn to plan and implement curricular units and lessons that engage adolescents, strengthen their literacy skills, and further their understanding of content. Topics include establishing a supportive classroom environment, designing equitable learning situations for students from diverse racial, ethnic, cultural and linguistic backgrounds as well as students with special needs, using digital media to enhance learning, and examining the connections between pedagogy and classroom management.

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

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

*J. Matos*

*Instructor permission required.*

*Advisory: Students wishing to gain experience for Teach for America (and other teacher residency programs), the Fulbright Scholars program, Science Buddies, etc. may enroll with permission of instructor.*

*Notes: Requires a field-experience in an educational setting. Required for all teacher candidates accepted into the middle and secondary teacher licensure programs.*

**EDUC-331 Student Teaching in Secondary and Middle Schools**

*Spring. Credits: 10*

Students participate in full-time student teaching in middle or secondary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program.

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

*J. Matos*

*Restrictions: This course is limited to seniors.*

*Instructor permission required.*

*Prereq: EDUC-320 and EDUC-330.*

*Notes: Credit/no credit grading. 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.*

**EDUC-332 Observing and Assisting in Secondary and Middle School Educational Programs**

*Fall and Spring. Credits: 1 - 2*

This is a fieldwork-based independent study course. During the fall and spring semesters it involves 20 to 40 hours of individually scheduled fieldwork in a secondary or middle-school classroom or educational program. Students keep a reflective journal, read relevant articles and essays, meet regularly with the instructor, and write a final report.

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

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

*J. Matos*

*Instructor permission required.*

*Notes: This course is graded on a credit/no credit basis.*

**EDUC-333 Practicum Seminar on Teaching and Learning: Middle and Secondary Education**

*Spring. Credits: 4*

This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

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

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

*J. Matos*

*Instructor permission required.*

*Notes: Limited to seniors who have been accepted into the practicum year program. Section 02 is limited to Amherst College students who have been accepted into the practicum year program.*

**EDUC-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

# Queer and Sexuality Studies

## Overview and Contact Information

The Five College Certificate in Queer and Sexuality Studies provides a course of study that examines critically the relationship between queer sexual and gender identities, experiences, cultures, and communities in a wide range of historical and political contexts. The certificate also leads students to investigate how non-normative and normative genders and sexualities intersect with other social categories such as race, ethnicity, gender, class, and nationality.

## See Also

- Gender Studies (p. 196)

## Contact Information

**Christian Gundermann, Associate Professor of Gender Studies**

<https://www.fivecolleges.edu/queerstudies>

## Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
One introductory course, such as the following:		1
GNDST-101	Introduction to Gender Studies (at Mount Holyoke)	
At least one critical race and transnational studies course		1
Five other courses, including:		5
At least two courses in the arts/humanities		
Two courses in the social/natural sciences		
At least one of these five courses must be an upper-level (300 or above) course		
<b>Total Courses</b>		<b>7</b>



## Additional Specifications

- All courses must be approved by the program to count towards certificate requirements. A list of current courses typically approved for the certificate is available on the certificate program's website (<https://www.fivecolleges.edu/queerstudies/courses>).

## Religion

### Overview and Contact Information

To major in religion is to ask questions about the many ways people have sought to make sense of their lives. Examining religious traditions—their notable leaders, their valued texts, and the social behaviors designed to embody their visions—is a central way to study the profound questions that direct so many areas of human endeavor. The study of religion is an excellent way of organizing a liberal arts education so that diverse cultures, artistic expressions, political forces, and gender assignments can be questioned and set in historical and changing contexts.

Our courses focus on sacred texts and interpretive traditions; religious thought; and religion in history and society. The study of religion is inherently comparative, international, and interdisciplinary in approach, embracing a range of methodologies from the humanities and social sciences.

## See Also

- Jewish Studies (p. 243)

### Contact Information

Susanne Mrozik, Chair  
Natalina Tulik, Academic Department Coordinator

205 Skinner Hall  
413-538-2233  
<https://www.mtholyoke.edu/acad/religion>

## Faculty

**This area of study is administered by the Department of Religion:**  
Susanne Mrozik, Professor of Religion

Mara Benjamin, Irene Kaplan Leiwan Associate Professor of Jewish Studies

Amina Steinfels, Associate Professor of Religion, Teaching Spring Only

Meredith Coleman-Tobias, Assistant Professor of Religion

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
20 credits in religion at any level		20
12 additional credits in religion at the 300 level <sup>1</sup>		12
Majors must ensure their course selections include at least three different religious traditions such as Buddhism, Christianity, Hinduism, Islam, or Judaism. This requirement may be fulfilled by courses at any level and by courses that take a comparative approach.		
Total Credits		32

<sup>1</sup> Only one 395 course will count toward the 300-level requirement

## Additional Specifications

- The Religion Major does not have a prescribed sequence of required courses. Students choose their course of study in close consultation with their advisors.
- Independent work is encouraged and, if approved by the advisor, such work may constitute partial fulfillment of the above requirements.
- Courses with a substantial focus on a religious tradition or a religious theme offered by other departments may be counted towards the Religion major with approval of the advisor and department chair. Examples include:

Code	Title	Credits
CLASS-211	Gods and Mortals: Ancient Greek and Roman Myth	4
HIST-222	Muslim Politics in Modern South Asia	4
HIST-223	Religion and Politics in Modern India	4
HIST-235	Native American History through 1865	4
POLIT-342	Islamic Political Thought	4

- Please note this list is not comprehensive. Additional courses should be identified in consultation with the advisor or department chair.
- One extra-departmental course on relevant methodological or theoretical approaches may be counted towards the major with permission of the advisor. Such a course may be of particular value for students planning to do independent research. Examples include:

Code	Title	Credits
ANTHR-275	Research Methods in Cultural Anthropology	4
SOCI-225	Social Science Research and Data Analysis	4
GNDST-201	Methods and Practices in Feminist Scholarship	4

- Please note that such courses may have prerequisites set by their department or require the permission of the instructor.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
Four courses in religion at any level		16
At least one additional course in religion at the 300 level		4
Total Credits		20

## Additional Specifications

- At least three of the courses should be taken in the Mount Holyoke Department of Religion.

## Course Offerings

### RELIG-100 Introduction to Religion

*Not Scheduled for This Year. Credits: 4*

This course is an introduction to the study of religion, assessing the nature of religion and methodological approaches through an examination of subject matter drawn from numerous traditions.

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

*Restrictions: This course is limited to first-years, sophomores, and juniors*

**RELIG-102 Introduction to Islam***Spring. Credits: 4*

This course examines Islamic religious beliefs and practices from the origins of Islam to the present, focusing on such central issues as scripture and tradition, law and theology, sectarianism and mysticism. Attention will be given to the variety of Islamic understandings of monotheism, prophethood, dogma, ritual, and society.

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Steinfels***RELIG-103 Introduction to the Hebrew Bible***Not Scheduled for This Year. Credits: 4*

This course provides a critical introduction to the writings contained in the Hebrew Bible (also known as the Old Testament). It investigates the social and historical context of the ancient Israelites, examines a range of ancient Near Eastern literature, and introduces the principal methods of biblical studies. Participants will read much of the Hebrew Bible as well as select non-Israelite sources. Examples of recent biblical scholarship will provide additional information for better understanding these writings and will present different methods for approaching and interpreting ancient texts.

*Crosslisted as: JWST-103**Applies to requirement(s): Humanities**The department***RELIG-104 Introduction to the New Testament***Not Scheduled for This Year. Credits: 4*

Introduction to the New Testament investigates the social and historical context of first- and early second-century Christianity, examines New Testament and select non-canonical documents, and introduces you to the principal methods of New Testament studies. In the course of the semester you 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.

*Crosslisted as: JWST-104**Applies to requirement(s): Humanities**The department***RELIG-112 Introduction to Judaism***Spring. Credits: 4*

Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.

*Crosslisted as: JWST-112**Applies to requirement(s): Humanities**M. Benjamin***RELIG-163 Introduction to Buddhism***Fall. Credits: 4*

Some scholars have argued that there is no such thing as 'Buddhism' in the singular, but only 'Buddhisms' in the plural. This course introduces students to select historically and culturally diverse forms of Buddhism, including Sri Lankan Theravada Buddhism, Japanese Zen Buddhism, and Tibetan Buddhism. The course pays particular attention to modern (and modernist) reinterpretations of Buddhism, including contested views of gender.

*Applies to requirement(s): Humanities; Multicultural Perspectives**S. Mrozik***RELIG-167 Hinduism: An Introduction***Not Scheduled for This Year. Credits: 4*

A major religious tradition of India, Hinduism is in practice a multiplicity of expressions. This course explores Hinduism's diverse traditions through its history, unifying themes, texts, and popular observances. We will read from the great texts (Ramayana, Mahabharata), learn about gods and goddesses (Krishna, the Great Goddess), and discuss art and ritual. Topics include: body techniques and the material universe (yoga, Tantra); philosophical traditions, concepts (karma, dharma); religious figures (Mirabai); movements (Bhakti). Hinduism's contemporary expressions in India and the West will be considered in social and historical context. Frequent illustration is provided through videos.

*Crosslisted as: ASIAN-167**Applies to requirement(s): Humanities; Multicultural Perspectives**The department***RELIG-181 Introduction to African Diaspora Religions***Fall. Credits: 4*

Over the last century, religionists have labored to discover the meaning of African dispersal beyond the continent and its accompanying spiritual lineages. What theories of encounter sufficiently adjudicate the synthetic religious cultures of African-descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will introduce the field of African religious studies. This background will inform the second and primary objective of the course: thematizing and exploring West and Central African religious traditions housed in the Americas.

*Crosslisted as: AFCNA-181, CST-149AD**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Coleman-Tobias***RELIG-201 Reading the Qur'an***Not Scheduled for This Year. Credits: 4*

This course examines the history, structure, and themes of the Qur'an and analyzes the place of the Qur'an in Islamic religious thought. Students will read the entire text of the Qur'an in translation, as well as selections from medieval and modern commentaries.

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Steinfels**Notes: This course counts toward the Asian Studies and Middle Eastern Studies majors and minors.***RELIG-207 Women and Gender in Islam***Not Scheduled for This Year. Credits: 4*

This course will examine a range of ways in which Islam has constructed women—and women have constructed Islam. We will study concepts of gender as they are reflected in classical Islamic texts, as well as different aspects of the social, economic, political, and ritual lives of women in various Islamic societies.

*Crosslisted as: GNDST-210SL**Applies to requirement(s): Humanities; Multicultural Perspectives**A. Steinfels**Notes: This course counts toward the Asian Studies and Middle Eastern Studies majors and minors.*

**RELIG-208 Religion and Science Fiction***Not Scheduled for This Year. Credits: 4*

This course examines the representation of religion and religious communities 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, the use of science fiction to communicate religious ideas, and Afro-futurism. We will focus on mostly American novels, short stories, film, television, and music. Readings will include works by Ursula K. Le Guin, Octavia Butler, and Joanna Russ.

*Applies to requirement(s): Humanities**A. Steinfelds***RELIG-216 Whose Social Justice is it Anyway? Spirituality, Religion, and Civic Engagement***Not Scheduled for This Year. Credits: 4*

This theoretical and experiential course will examine the concept of social justice dating back to Roman Catholic teachings by St. Thomas Aquinas regarding poverty, and leading up to modern-day umbrella movements that include race, class, gender, sexual orientation, ability, national origin, and first language. It also examines the ways in which ideas about social justice have shifted. This will include intersections with global human rights movements, evangelicalism and intersectionality regarding identity politics. Students will participate in ethnographic community-based projects learning about how religion and/or spirituality are utilized for civic engagement.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive**M. Runell Hall***RELIG-223 Religion and Politics in Modern India***Not Scheduled for This Year. Credits: 4*

The history of India has been singled out for its complex intermingling of religion and politics. This course will explore the constitution of religious identities in two of India's largest religious communities: Hindu and Muslim. Focusing primarily on the colonial period, we will discuss religious reform movements, communal violence, mass politics, and the partition of the subcontinent into the independent states of India and Pakistan. Throughout we will be interested in the ways that the colonial experience affected the religious thought and practice of Indians. Finally, we will explore the meanings of this history for the postcolonial workings of democracy and secularism in modern India.

*Crosslisted as: HIST-223**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department***RELIG-225 Topics in Religion****RELIG-225HM Topics in Religion: 'Heretics, Martyrs, and Saints'***Not Scheduled for This Year. Credits: 4*

Heretics, Martyrs, and Saints investigates how early Christians described holy people as well as their nemeses. It explores how descriptions of martyrs, saints, heretics, demons, and even Satan himself were used to shore up the ever-contested boundaries of Christian orthodoxy and how the depiction of such figures forever changed the trajectory of Christian beliefs and practices. In the course of the semester we will read sources such as a letter from a Christian bishop wanting to be thrown to the lions, the dream journal of a female martyr, Gnostic gospels, wisdom from desert monks, and an ancient exorcism manual.

*Applies to requirement(s): Humanities**The department***RELIG-225LF Topics in Religion: 'Love, Friendship, and Interpersonal Relations in Judaism'***Not Scheduled for This Year. Credits: 4*

This course explores teachings and practices having to do with interpersonal relations in Jewish religious tradition, including notions of 'spiritual friendship,' relations between parents and children, teachers and disciples, and loving partners. Drawing broadly on the many varieties of Jewish religious literature, with a special interest in the mystical traditions of Judaism, the course also addresses diverse ethical questions such as the nature of forgiveness, responsibility towards the needs of others, and sexual ethics.

*Crosslisted as: JWST-225LF**Applies to requirement(s): Humanities**The department***RELIG-225MG Topics in Religion: Magic, Witchcraft, and Religion'***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: ANTHR-246**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**M. Watson**Prereq: ANTHR-105.***RELIG-225NR Topics in Religion: 'Women in New Religious Movements'***Spring. Credits: 4*

Many new religious movements have advocated for women occupying unlikely roles of service and leadership. This course analyzes the intersection of religious alterity and gender equity. Primarily focusing on twentieth and twenty-first century new religions, the course considers how select women have shaped and transformed the structures of religions on the margins.

*Crosslisted as: GNDST-210NR**Applies to requirement(s): Humanities**M. Coleman-Tobias***RELIG-234 Women and Gender in Judaism***Fall. Credits: 4*

This course examines gender as a key category in Jewish thought and practice. We will examine different theoretical models of gender, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources.

*Crosslisted as: JWST-234, GNDST-210JD**Applies to requirement(s): Humanities**M. Benjamin*

**RELIG-241 Women and Buddhism***Not Scheduled for This Year. Credits: 4*

This course examines the contested roles and representations of Buddhist women in different historical and cultural contexts. Using a variety of ethnographic, historical, and textual sources, the course investigates both the challenges and opportunities Buddhist women have found in their religious texts, institutions, and communities.

*Crosslisted as: GNDST-210BD*

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

**RELIG-247 What Didn't Make It into the New Testament***Not Scheduled for This Year. Credits: 4*

Hundreds of ancient Christian texts did not make it into the New Testament. 'What Didn't Make It into the New Testament' examines some of these excluded writings. We will explore Gnostic gospels, hear of a five-year-old Jesus killing (and later resurrecting) his classmates, peruse ancient Christian romance novels, tour heaven and hell, read the garden of Eden story told from the perspective of the snake, and learn how the world will end. In critically examining these ancient narratives, we will better appreciate the diversity of formative Christianity, better understand the historical context of the early church, and explore the politics behind what did and did not make it into the bible.

*Applies to requirement(s): Humanities*  
*The department*

**RELIG-251 Reading the Hebrew Bible***Not Scheduled for This Year. Credits: 4*

This course examines the Hebrew Bible in light of Jewish reading practices. Students will read significant sections of the Hebrew Bible in translation and learn to read ancient, medieval and modern Jewish approaches to the biblical text. This course seeks to help students become adept at the interpretation of texts and the practice of close reading.

*Crosslisted as: JWST-251*

*Applies to requirement(s): Humanities*  
*M. Benjamin*

**RELIG-252 Magic, Prayer, and Sacrifice: Rituals and Why We Do Them***Not Scheduled for This Year. Credits: 4*

From live sacrifice to sacred dances, from pilgrimage to bodily purification, rituals have long been considered a hallmark of religion. Yet, ritual activities are also important to apparently non-religious spheres of life, such as sporting events and political mobilization. This course will examine examples of ritual activity from a range of cultural contexts through the lens of anthropological, sociological, psychological, and religious studies theories of ritual. We will explore the structure of ritual activities, the question of whether rituals have meaning and function for individuals and for societies, and, if so, what those meanings and functions might be.

*Applies to requirement(s): Humanities*  
*A. Steinfels*

**RELIG-256 What Didn't Make It into the Bible***Not Scheduled for This Year. Credits: 4*

Hundreds of ancient religious texts did not make it into the Hebrew Scripture (aka the Old Testament). This course examines some of these excluded writings. In particular, we will focus on works found among the Apocrypha, the Pseudepigrapha, and the Dead Sea Scrolls. We will read an ancient Harlequin romance, tour heaven and hell, hear of the adventures of fallen angels who sired giants (and taught humans about cosmetics), and learn how the world will end. In critically examining such texts, we will better appreciate the diversity of Judaism, better understand the historical context of early Christianity, and explore the politics behind what did and did not make it into the bible.

*Crosslisted as: JWST-256*

*Applies to requirement(s): Humanities*  
*The department*

**RELIG-258 Topics in the Study of Christianity****RELIG-258BD Topics in the Study of Christianity: 'The Body, Sex, and Early Christianity'***Not Scheduled for This Year. Credits: 4*

An introduction to early Christian understandings of the body and sex that aims at familiarizing students with a culturally and geographically diverse range of relevant primary sources and at equipping students with the critical-theoretical methodologies necessary to analyze, interpret, and assess these sources in their historical context. Students will read sources penned between the first and seventh centuries CE within the geopolitical limits of the Roman and Persian Empires and originally written in Greek, Latin, Syriac, and Coptic. The course will be supplemented with theoretical literature, including feminist, gender, and postcolonial theory, discourse analysis, and so on.

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

**RELIG-265 Sacred Food and Eating in Judaism***Not Scheduled for This Year. Credits: 4*

This course explores the role of food and eating in Jewish religious culture, but will also include a significant comparative religious dimension. Topics will include the ritual, religious, and social significance of the dietary laws in Judaism, the symbolic foods of Passover and other festivals, fasting and ascetic attitudes toward food, as well as food culture as a marker of Jewish identity.

*Crosslisted as: JWST-265*

*Applies to requirement(s): Humanities*  
*M. Benjamin*

**RELIG-267 Buddhist Ethics***Spring. Credits: 4*

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.

*Crosslisted as: CST-249BE*

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



**RELIG-269 Jewish Modernities***Spring. Credits: 4*

This course examines key themes in Jewish intellectual, religious, and political life from the late 17th century to the present. We examine: the effect of civil emancipation and the Enlightenment on Jewish philosophy and theology; Jews as both architects of modern thought and the paradigmatic Other in European liberal nation-states; the transformation of traditional Jewish religious rituals and belief systems in response to dramatic social and political life; new patterns of gender and family organization; the effect of antisemitism, Zionism, and imperialism on Jewish politics; and contemporary Jewish intellectual innovation, including feminist and queer thought.

*Crosslisted as: JWST-269, CST-249JM**Applies to requirement(s): Humanities**M. Benjamin***RELIG-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***RELIG-306 Sex and the Early Church***Not Scheduled for This Year. Credits: 4*

This course examines the various ways first- through fifth-century Christians addressed questions regarding human sexuality. We will concentrate on the rise of sexual asceticism and pay particular attention to the relationship between sexuality and issues of gender, culture, power, and resistance. Primary readings will include letters, narrative accounts of female and male ascetics, monastic rules, and 'heretical' scriptures. These will be supplemented by modern scholarship in early Christian studies and the history of sexuality.

*Crosslisted as: GNDST-333TT**Applies to requirement(s): Humanities**The department**Prereq: 4 credits from religion or gender studies.***RELIG-311 Sufism: The Mystic Path in Islam***Spring. Credits: 4*

Exploration of the mystical tradition in Islam known as Sufism, from its origins in medieval Iraq to its role in contemporary Islamic societies. This course focuses on how the Sufi pursuit of unity with, or annihilation in, God relates to the core monotheistic beliefs of Islam. Sufi theories and practices are studied through primary source materials. Special attention will be paid to the themes of love, desire, and beauty in the literature of Sufism.

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Steinfels***RELIG-331 Advanced Topics in Religion****RELIG-331AF Advanced Topics in Religion: 'African American Spiritualities of Dissent'***Spring. Credits: 4*

This course seeks to understand how protest fuels the creation and sustenance of black religious movements and novel spiritual systems in the twentieth and twenty-first centuries. We will examine the dissenting qualities of selected African American activists, community workers, scholars, spiritual/religious leaders and creative writers. By the end of this course, students will be able to thoughtfully respond to the questions, "What is spirituality?"; "What is dissent?"; and "Has blackness required resistive spiritual communities?"

*Crosslisted as: AFCNA-341AF, CST-349AF**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Coleman-Tobias***RELIG-331CH Advanced Topics in Religion: 'Childhood and Children in Religion'***Fall. Credits: 4*

This course explores a diversity of religious approaches to the meaning of childhood and the nature of children. We critically examine influential writings, rituals and liturgy, fiction, and other types of literature to understand the construction of childhood as distinctive life stage that entails special rights and responsibilities. We will also examine how gender, power, race, social structures, and economic arrangements produce divergent understandings of what it means to be a child.

*Crosslisted as: JWST-350CH, CST-349CH**Applies to requirement(s): Humanities**M. Benjamin**Restrictions: Course limited to sophomores, juniors and seniors**Notes: Students wishing to take this course for credit in Jewish studies must choose a research topic that builds on Jewish sources.***RELIG-331DE Advanced Topics in Religion: 'Destroying Art Past and Present'***Not Scheduled for This Year. Credits: 4*

In this course, we will investigate the destruction of artworks and monuments for religious or political reasons, called iconoclasm. The seminar addresses the current debates involving the removal and destruction of confederate monuments in the U.S. and responses from government, media, and social critics. Concurrently, we will study key historical moments of iconoclasm ranging from the Byzantine era to the Protestant Reformation and the French Revolution. Studying iconoclasm in different historical periods raises the issue of the power of art in society. Through class discussion, group work, original research, and writing, we will explore how past iconoclasm may inform our understanding of the present. The work also involves an inquiry into art historical methodology as well as approaches from fields such as critical race theory, and a consideration of the role of the art historian in the present debates and social justice movements.

*Crosslisted as: ARTH-301DE**Applies to requirement(s): Humanities**C. Andrews***RELIG-331LA Advanced Topics in Religion: 'Race and Religion in Latin America'***Spring. Credits: 4*

The course will begin with an investigation of the proto-racial and religious categories through which Europeans in the early modern era understood human difference. From there, we will trace how these notions were re-conceptualized in the centuries following the encounter between Europeans, Africans, and the Indigenous Peoples of the Americas. As we examine this history – including the emergence of slavery, eugenics, *mestizaje*, and Liberation Theology – we will pay particular attention to how interwoven racial and religious hierarchies were both constructed and resisted. The final section of the course will concentrate on the contemporary entanglements of race and religion in the region.

*Crosslisted as: ANTHR-316LA**Applies to requirement(s): Social Sciences; Multicultural Perspectives**W. Girard**Prereq: 8 credits in Anthropology.*

RELIG-337 Topics in the Study of Christianity

RELIG-343 The Sabbath

Not Scheduled for This Year. Credits: 4

The practice of a weekly sacred day of rest has organized Jewish life for millennia. In this seminar, students will examine the Sabbath using narrative, folk, and legal primary sources from the biblical, Second Temple, rabbinic, medieval, and modern periods. Key themes include sacred time, cultural identity, and the transformation of religious practice. Experiential learning, and critical thinking about your experiential learning, are integral to this seminar.

Crosslisted as: JWST-343

Applies to requirement(s): Humanities

M. Benjamin

Restrictions: Course limited to sophomores, juniors and seniors

RELIG-352 Body and Gender in Religious Traditions

Not Scheduled for This Year. Credits: 4

Do bodies matter in religious traditions? Whose bodies matter? How do they matter? By studying religious body ideals and practices, we examine the possibilities and problems different kinds of bodies have posed in religious traditions. Topics include religious diet, exercise, and dress; monasticism, celibacy, and sexuality; healing rituals, and slavery and violence. We pay special attention to contemporary challenges to problematic body ideals and practices coming from feminist, disability, postcolonial, queer, and trans theorists and activists.

Crosslisted as: GNDST-333RT, CST-349RE

Applies to requirement(s): Humanities

S. Mrozik

Restrictions: Course limited to sophomores, juniors and seniors

RELIG-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Reproductive Health, Rights and Justice

Overview and Contact Information

Scholarship on reproductive health, rights, and justice examines the impact of reproductive policies not only on individuals, but also on communities, with particular attention to diverse ethnic groups, cultures and nations, especially those which have been marginalized. The study of reproductive health, rights, and justice centers on the social, economic, legal, and political conditions that impact reproduction, including the health care industry, the prison industrial complex, the foster care system, and laws and public policies regulating reproduction. This field also includes the history of social movements for reproductive empowerment, including the movements for women's liberation, disability rights, racial justice, economic justice, LGBTQ rights, and the women's health reproductive freedom and reproductive justice movements.

Contact Information

Campus Certificate Advisors:

Cora Fernandez Anderson, Assistant Professor of Politics

Jacquelyne Luce, Visiting Lecturer, Gender Studies

Elizabeth Markovits, Associate Professor of Politics

Lynn Morgan, Professor, Anthropology

<https://www.fivecolleges.edu/reproductive-health-rights-justice>

Requirements for the Certificate

A minimum of six courses:

Code	Title	Credits
At least six approved courses including: <sup>1</sup>		
	One foundational course	
	One transnational/global course	
	One upper-level (300 or above) course	
Total Courses		6

<sup>1</sup> These courses must be selected from the courses currently approved to count towards this certificate by its Five-College faculty committee. That list is available at [www.fivecolleges.edu/reproductive-health-rights-justice](http://www.fivecolleges.edu/reproductive-health-rights-justice) (<http://www.fivecolleges.edu/reproductive-health-rights-justice>) Courses not on this list may be approved for inclusion by campus program advisors in consultation with the committee.

Other Requirements

- Students must also complete a special project on reproductive health, rights, and justice including a 1,500-word reflection essay about their project. This requirement may be completed through an independent study project, thesis, or other course work that engages the student with issues of reproductive health, rights, or justice and meaningfully incorporates the perspectives of community-based groups. Students are encouraged to fulfill the requirement through participation in an appropriate community engaged experience selected in consultation with their academic advisors.

Romance Languages and Cultures

Overview and Contact Information

The major program in Romance languages and cultures is designed to assure fluency in at least two Romance languages, as well as knowledge of the literatures and cultures they represent. The student is encouraged to view language/ literature/culture in its interrelatedness and combine linguistic proficiency with cultural and literary expertise. She will develop skills of communication and the critical tools to explore matters of aesthetics, cultural studies, history of ideas, and gender studies. A major in Romance languages and cultures can lead to a variety of national and international careers from government to fashion, from the culinary arts to banking, and from film to teaching.

See Also

- French (p. 191)
- Italian (p. 238)
- Spanish (p. 346)

Contact Information

Nieves Romero-Díaz, Chair

105 Ciruti Center

413-538-2347

<https://www.mtholyoke.edu/acad/romance>

## Faculty

### This area of study is administered by the Romance Languages and Cultures Committee:

Ombretta Frau, Professor of Italian

Elissa Gelfand, Dorothy Rooke McCulloch Professor of French, Retiring Spring 2019

Nieves Romero-Díaz, Professor of Spanish

Esther Castro, Senior Lecturer in Spanish; Spanish Language Program Director

Carolyn Shread, Lecturer in French

Martino Lovato, Visiting Lecturer in Classics and Italian

## Requirements for the Major

The Romance languages major includes work in two of the following Romance languages: French, Italian, Portuguese, and Spanish. The student will select two languages, one for primary and one for secondary emphasis. The student is also encouraged to attain intermediate-level competence in a third Romance language or Latin. Students interested in Portuguese should consult the chair of the committee for appropriate Five College courses.

A minimum of 40 credits:

Code	Title	Credits
12 credits in Romance languages and cultures at the 200 or 300 level		12
but always above FREN-203, SPAN-201, and ITAL-201		
<b>Additional 300-level Courses, divided as follows:</b>		
16 credits at the 300 level dedicated to the language and literature of		16
primary emphasis		
12 credits at the 300 level dedicated to the language and literature of		12
secondary emphasis		
Total Credits		40

### Additional Specifications

- FREN-203 and below and SPAN-201/ITAL-201 and below do not count toward the 40-credit minimum.
- 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 (ROMLG-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.
- 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 culture committee and the chair of the target language. Normally, credits earned while studying abroad satisfy some of the requirements of the major.

- 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.
- Students who declare a Romance languages and cultures major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

Students are expected to select a Romance language for primary emphasis and another one for secondary emphasis.

A minimum of 16 credits:

Code	Title	Credits
For the language of primary emphasis:		8
At least 4 credits at the 200 level <sup>1</sup>		
4 credits at the 300 level, with completion of specified prerequisites		
For the language of secondary emphasis:		8
8 credits at the 200 level <sup>1</sup>		
Total Credits		16

<sup>1</sup> To count the courses must be above FREN-203, SPAN-201, and ITAL-201.

### Additional Specifications

- FREN-203 and below and SPAN-201/ITAL-201 and below do not count toward the 16-credit minimum.
- More than the minimum 4 credits at the 300 level are encouraged in the primary or secondary language.
- A student majoring in a Romance language may not include that language in a Romance languages and cultures minor.

## Course Offerings

### ROMLG-295 Independent Study

*Fall and Spring. Credits: 2 - 4*

*The department*

*Instructor permission required.*

*Notes: Independent study credits taken as part of an honors thesis do not count toward the requirements for the major.*

### ROMLG-375 Seminar in Romance Languages and Cultures

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

**ROMLG-375HE Seminar in Romance Languages and Cultures: 'Heroes & Infidels: Masculine Identity and The Birth of Europe in Medieval Romance Classics'***Not Scheduled for This Year. Credits: 4*

In this course we will read the canonical works that have shaped the national identity of European Romance countries such as Spain, France, Italy, Portugal, and Romania: from the medieval Chanson the Roland and Cantar del mio Cid to the early modern Don Quixote, Os Lusíadas, Orlando Furioso, and Mesterul Manole. We will discuss the performed masculinity of heroes, enemies, and mediators at the threshold between worlds. We will employ a decolonial critical approach to the Medieval, to question past and present wars against the infidel and their roles in the shaping of a modern European identity.

*Crosslisted as: SPAN-360HE, ITAL-361HE, FREN-321HE**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Lovato*

*Advisory: For Language Majors: two courses in culture and literature at the 200 level. Also open to non-language majors with no prerequisite.*

*Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

**ROMLG-375HS Seminar in Romance Languages and Cultures: 'History of Romance Languages'***Spring. Credits: 4*

This course examines the structural evolution of Romance languages from Vulgar Latin to contemporary forms. A chronological account will be organized around themes of persistence (inheritance from Latin) and innovation (structural change). We will begin by exploring different theories about linguistic change. Then, using concrete examples, we will analyze the main stages of development of Romance languages by focusing on different features at all linguistic levels and relating them to historical and sociological factors.

*Crosslisted as: SPAN-360RL, ITAL-361HS, FREN-321RL**Applies to requirement(s): Humanities**E. Castro*

*Advisory: For language majors: two courses in culture and literature at the 200 level. Also open to non-language majors with no prerequisite.*

*Notes: Taught in English. 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.*

**ROMLG-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

*Notes: Independent Study credits taken as part of an honors thesis do not count toward the requirements for the major.*

## Russian and Eurasian Studies

### Overview and Contact Information

From Pushkin to Putin, from Balanchine to Lake Baikal, from caviar to commissars, from yurts to baba yaga—Russia and Eurasia offer a glittering array of riches waiting to be discovered. Mount Holyoke's Department of Russian and Eurasian Studies invites you to join with us in our exploration of the vast area of the world that we engage in on a daily basis. Through course work in language, literature, history and politics, our students gain a multidimensional understanding of the diverse peoples and cultures that inhabit this region—its past, its present, as well as its prospects for the future.

As the world reconfigures itself at the beginning of the twenty-first century, a reenergized Russia will play a major role in shaping the political and economic futures of Europe and Asia, and resolving issues of global importance like resource use, climate change, terrorism, and nuclear proliferation. Indeed, Mount Holyoke graduates who have focused on Russian studies can be found working in nongovernmental organizations in Washington D.C., embassies in Russia and Europe, the oil fields of Siberia, as well as in journalism and business.

Beyond the purely pragmatic, Russia's fundamental cultural achievements—in literature, art, music, theatre, and film—are of permanent value and interest to students of the humanities. Tolstoy and Dostoevsky, Akhmatova and Pasternak, Tchaikovsky and Shostakovich, Vertov and Eisenstein, Pavlova and Baryshnikov, Gergiev and Rostropovich—the Russian legacy of achievement is profound, and continues to be a living presence in the intellectual, spiritual, and creative life of humanity. Our commitment to this legacy is at once intensely intellectual and deeply personal: until his death in 1996, Nobel Prize laureate Joseph Brodsky was counted among our colleagues.

The Department of Russian and Eurasian Studies is unique among MHC's language departments in that its faculty includes both specialists in language, literature, and culture and specialists in history and politics. Various trained in Russia, Europe, and the United States, we strive to bring a balance and a perspective to our subject area that is challenging, engaging, thoughtful—and never dull.

For students with a strong interest in the non-Russian nations of Eurasia, a working knowledge of Russian and a grasp of Russia's historical role on the Eurasian continent are essential to understanding the peoples and places that have lived or continue to live under Russian influence (the Caucasus, Central Asia, Siberia). The Mount Holyoke Department of Russian and Eurasian Studies stands out among Russian departments in the Five Colleges in that it includes a specialist who is uniquely qualified to interpret events in Eurasia beyond the borders of Russia itself (Jones). Our students study not only in European Russia, but in Central Asia, the Caucasus, and Siberia, and experience the multicultural expanse of Eurasia.

Beyond regular course work, the department sponsors spring and fall festivals of Russian food, a film series, lectures, and other events (like building a Mongolian yurt).

## 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.

## See Also

- Russian, East European, and Eurasian Studies (p. 340)



## Contact Information

**Peter Scotto, Chair**

**Dominique Rampton, Academic Department Coordinator**

103 Ciruti Center

413-538-2648

<https://www.mtholyoke.edu/acad/russian>

## Faculty

**This area of study is administered by the Department of Russian and Eurasian Studies:**

Stephen Jones, Professor of Russian Studies

Peter Scotto, Professor of Russian

Irina Kogel, Five College Lecturer of Russian

Susanna Nazarova, Five College Lecturer in Russian

Evgeny Dengub, Five College Lecturer in Russian Language

## The Majors

The Department of Russian and Eurasian Studies offers two majors:

- Russian Literature and Culture
- Russian and Eurasian Studies

These are distinct but connected majors. In both majors, students will learn about the interconnections between language, literature, politics, and history.

The major in Russian literature and culture explores Russia's rich cultural heritage and its unique contributions to world culture, especially during the nineteenth and twentieth centuries. Departmental offerings concentrate on Russia's achievements in culture and literature, but students are encouraged to take elective courses in Russian film, religion, and art at Mount Holyoke and the Five Colleges.

The interdisciplinary major in Russian and Eurasian studies explores the historical, economic, political, and cultural interconnections among the peoples of the former Soviet Union, Eastern Europe, the Caucasus, and Central Asia. It prepares students for careers in international affairs and global development, including the foreign service, media work, education, energy issues, and the environment. We offer internships and study abroad programs that provide the practical experience that employers value. In addition to offerings within the department, courses that count toward the major are regularly offered by other departments (economics, geography, history, politics, and international relations), in addition to courses in the Five Colleges. Students are urged to take advantage of these opportunities.

Both majors place emphasis on the analysis of texts, on effective oral and written argumentation, and on cooperative learning and independent work. Students who wish to focus their study on the non-Russian areas of northern Eurasia (Ukraine, Caucasus, Central Asia, the Baltics, the non-Russian peoples of Siberia) are invited to design a special major in consultation with the department. Early consultation is strongly advised.

## Requirements for the Major in Russian Literature and Culture

A minimum of 36 credits:

Code	Title	Credits
Three courses in Russian beyond RES-201, normally RES-202 and advanced Russian language courses in the Five Colleges		12
One of the following:		4
RES-240	Contemporary Russian Politics: From Lenin to Putin	
RES-241	Russia, the West, and the Challenge of Putinism	
RES-210	Great Books: The Literature of Nineteenth-Century Russia	4
RES-211	Topics in Twentieth-Century Russian Literature	4
Three 300-level courses, one each from literature, culture, and politics/history		12
Total Credits		36

### Additional Specifications

- 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.

## Requirements for the Major in Russian and Eurasian Studies

A minimum of 40 credits:

Code	Title	Credits
Proficiency in Russian language demonstrated by completion of the following:		4
RES-202	Intermediate Russian (or equivalent)	
A one-semester survey of Russian history, to be chosen in consultation with the advisor		4
RES-210	Great Books: The Literature of Nineteenth-Century Russia	4
RES-240	Contemporary Russian Politics: From Lenin to Putin	4
RES-241	Russia, the West, and the Challenge of Putinism	4
12 credits at the 300 level, divided among three or more disciplines		12
8 additional credits in Russian and Eurasian studies		8
Total Credits		40

### Additional Specifications

- 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.
- The major in Russian and Eurasian Studies is interdisciplinary. Students who complete this major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor in Language

A minimum of 12 credits above the 100 level, ordinarily drawn from the following:

Code	Title	Credits
RES-201	Intermediate Russian	4
RES-202	Intermediate Russian	4

RES-301	Advanced Russian Language: From Reading to Speaking	4
Total Credits		12

## Requirements for the Minor in Culture and Literature

A minimum of 20 credits, which ordinarily include:

Code	Title	Credits
A one-semester course in Russian history		4
RES-210	Great Books: The Literature of Nineteenth-Century Russia	4
RES-211	Topics in Twentieth-Century Russian Literature	4
Two additional courses to be chosen in consultation with the Russian department, including one at the 300 level		8
Total Credits		20

### Additional Specifications

- The minor in culture and literature is designed for students who have an interest in Russian literature and culture, but have not studied the language. It requires 20 credits and is not recommended for anyone who wishes to focus on Russia at the graduate level.

## Requirements for the Minor in Russian and Eurasian Studies

A minimum of 12 credits, which ordinarily include:

Code	Title	Credits
RES-201	Intermediate Russian (or its equivalent)	4
Two courses in Russian studies, including one course at the 300 level		8
Total Credits		12

### Additional Specifications

- 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.

## 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. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is available in other sections of the catalog, or consult 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.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice

### Getting Started in Russian

A student coming to Mount Holyoke with no background in Russian language should enroll in RES-101-RES-102, a yearlong introduction to Russian language and culture.

Students who have previously studied Russian and plan to elect Russian language should consult with the department for individual placement.

In addition to the RES-101 and RES-102 sequence, recommended courses for first-year study include:

Code	Title	Credits
RES-210	Great Books: The Literature of Nineteenth-Century Russia (Humanities I)	4
RES-211	Topics in Twentieth-Century Russian Literature (Humanities I)	4
RES-240	Contemporary Russian Politics: From Lenin to Putin (Social Sciences III)	4
RES-241	Russia, the West, and the Challenge of Putinism (Social Sciences III)	4

As listed, courses on Russian history or literature and culture may be used to satisfy the Humanities distribution requirement, while courses on Russian and Eurasian Politics satisfy the Social Science distribution requirement.

## Course Offerings

### Taught in Russian

#### RES-101 Elementary Russian

*Fall. Credits: 4*

The four-skills (listening, speaking, reading, and writing) introduction to the Russian Language with the focus on communicative skills development. Major structural topics include pronunciation and intonation, all six cases, basic conjugation patterns, and verbal aspect. By the end of the course the students will be able to initiate and sustain conversation on basic topics, write short compositions, read short authentic texts and comprehend their meaning, develop an understanding of the Russian culture through watching films and listening to songs.

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

*Other Attribute(s): Speaking-Intensive*

*S. Nazarova*

*Coreq: RES-101L.*

#### RES-102 Elementary Russian

*Spring. Credits: 4*

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, un-prefixed and prefixed verbs of motion, complex sentences, time expressions, and strategies of vocabulary building. Students watch Russian films, read and discuss authentic texts.

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

*Other Attribute(s): Speaking-Intensive*

*I. Kogel*

*Prereq: RES-101. Coreq: RES-102L.*

**RES-201 Intermediate Russian***Fall. Credits: 4*

In-depth review of grammar topics and expansion of vocabulary with the goal of developing communicative proficiency. Readings include short stories, poetry, and newspaper articles. Students watch Russian films and discuss them orally and in writing. Classes are conducted mostly in Russian.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**S. Nazarova**Prereq: RES-101.***RES-202 Intermediate Russian***Spring. Credits: 4*

Emphasis on increasing active command of grammar while focusing on conversational topics. Readings include poetry, short stories, and magazine and newspaper articles. Students watch and discuss Russian films. Classes are conducted mostly in Russian.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**S. Nazarova**Prereq: RES-201.***RES-301 Advanced Russian Language: From Reading to Speaking***Fall. Credits: 4*

This course aims at expansion of students' vocabulary and improvement of both writing and speaking skills. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions. We will read and discuss a variety of texts including short stories, films, and articles.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**I. Kogel**Prereq: RES-202.*

*Advisory: The course is intended for students who have completed at least four semesters of Russian or the equivalent.*

**RES-302 Advanced Russian Language: From Reading to Speaking***Spring. Credits: 4*

This course is a continuation of RES-301 and is a further expansion of students' vocabulary, writing and speaking skills. We will read and discuss a variety of texts including short stories, films, and articles. Heritage learners of Russian (those who speak the language) will also benefit from the course.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**S. Nazarova**Prereq: RES-301.***Taught in English****RES-210 Great Books: The Literature of Nineteenth-Century Russia***Fall. Credits: 4*

In no other culture has literature occupied the central role it enjoyed in nineteenth-century Russia. Political, social, and historical constraints propelled Russian writers into the roles of witness, prophet, and sage. Yet, far from being limited to the vast, dark 'Big Question' novels of legend, Russian literature offers much humor, lyricism, and fantasy. We will focus on the Russian novel as a reaction to western European forms of narrative and consider the recurring pattern of the strong heroine and the weak hero. Authors will include: Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

*Applies to requirement(s): Humanities**P. Scotto**Notes: Taught in English***RES-211 Topics in Twentieth-Century Russian Literature****RES-211MM Topics in Twentieth-Century Russian Literature: 'Diabolic Carnival: Bulgakov's Master and Margarita and Its Contexts'***Spring. Credits: 4*

Mephistopheles in Moscow? The Gospel retold? At turns both wildly comic and metaphysically profound, Bulgakov's novel has been a cult classic since its unexpected discovery in 1967. This course will consider Bulgakov's masterpiece together with some of its literary, historical, and social contexts. Additional readings from Goethe, Gogol, E.T.A. Hoffman, Akhmatova, and others.

*Applies to requirement(s): Humanities**P. Scotto**Notes: Taught in English***RES-215 Dostoevsky and the Problem of Evil: *The Brothers Karamazov****Spring. Credits: 4*

Perhaps no other novelist has delved as deeply into the psychological and metaphysical dimensions of evil as the Russian novelist Fyodor Dostoevsky. This course will be devoted to a close reading of Dostoevsky's landmark novel of murderous passion and parricide, *The Brothers Karamazov*. Why should crime and transgression be a privileged avenue of access into the human interior? How is psychology tied to the metaphysical aspect of human existence? What are the sources of evil—and redemption?

*Applies to requirement(s): Humanities**P. Scotto**Notes: Taught in English***RES-240 Contemporary Russian Politics: From Lenin to Putin***Spring. Credits: 4*

Russia was transformed by communist revolution into a global superpower that challenged the dominant ideologies of liberalism and nationalism. It became a powerful alternative to capitalism. In 1991, this imperial state collapsed and underwent an economic, political, and cultural revolution. What explains the Soviet Union's success for 70 years and its demise in 1991? What sort of country is Russia as it enters the twenty-first century? Is it a democracy? How has Russia's transformation affected ordinary people and Russia's relationship to the West?

*Crosslisted as: POLIT-209**Applies to requirement(s): Social Sciences**S. Jones**Notes: Taught in English*

**RES-241 Russia, the West, and the Challenge of Putinism**

*Not Scheduled for This Year. Credits: 4*

Since its creation at the beginning of the twentieth century, the Soviet Union dominated the minds of Western foreign policymakers. None of the West's policies in the Middle East, the Third World, Europe, or China after World War II can be understood without the study of Soviet foreign policy. We will examine the development of Soviet foreign policy since 1917 and, following the collapse of the USSR in 1991, the role played by Russia and Russia and the former Soviet republics in the far more complex and multipolar 'New World Order.' What should U.S. policy be toward the emerging new states of the Baltics, Central Asia, and Caucasia?

*Crosslisted as: POLIT-264*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Notes: Taught in English*

**RES-242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment**

*Not Scheduled for This Year. Credits: 4*

Following the collapse of the USSR and the Gulf War, Central Asia and the Caucasus became new centers of geopolitical rivalry. The new states are a source of energy (oil and gas) for Western powers and a vital transit corridor between Eastern Europe and China. While a new "Great Game" is being fought between Western, Far Eastern, and Middle Eastern powers for control over energy pipelines, the region is threatened by environmental catastrophe and water shortages. Is the new oil industry a source of prosperity or an instrument for exploitation, corruption, and instability? How important are the new states to the West's strategic energy interests?

*Crosslisted as: POLIT-242*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Notes: Taught in English*

**RES-312 Silk Roads: Ancient and Modern Highways Across the Eurasian Continent**

*Fall. Credits: 4*

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.

*Crosslisted as: POLIT-312*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Prereq: 8 credits in Politics, International Relations, History, or Russian and Eurasian studies.*

*Notes: Taught in English*

**RES-350 Revolutions**

*Spring. Credits: 4*

By the 1980s, after the failure of Marxist revolutions, scholars and politicians declared that "history" and with it, the age of revolution was over. From now on, they said, all states will move toward the model of market capitalism. But the last decade of the 20th century and the first fifteen years of the 21st century have shown that history, and with it, revolution, is far from over. We will look at the American and Russian revolutions, at Nazism, the Iranian revolution of 1979, Eastern Europe in 1989, the 'colored revolutions,' and the Arab Spring. Revolutions are still with us, and we will study why.

*Crosslisted as: POLIT-350*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Prereq: 8 credits in politics, international relations, or Russian and Eurasian studies.*

*Notes: Taught in English*

**Independent Study**

**RES-295 Independent Study**

*Fall and Spring. Credits: 1 - 4*

*The department*

*Instructor permission required.*

**RES-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

**Russian, East European, and Eurasian Studies**

**Overview and Contact Information**

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.

**See Also**

- Russian and Eurasian Studies (p. 336)

**Contact Information**

**Stephen Jones, Professor, Russian and Eurasian Studies**

[www.fivecolleges.edu/rees](http://www.fivecolleges.edu/rees) (<http://www.fivecolleges.edu/rees>)

**Requirements for the Certificate**

A minimum of six courses:

Code	Title	Credits
	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 RES-131	1
	Five additional elective courses, distributed as follows:	5
	These electives 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<sup>1</sup>

Proficiency in a language of one of the certificate regions, at a level equivalent to four semesters of postsecondary course work<sup>2</sup>

**Total Courses** 6-10

<sup>1</sup> no single course can fulfill more than one of these disciplinary categories

<sup>2</sup> this proficiency may be demonstrated by course work or examination

## Additional Specifications

- At least four of the six 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.
- The list of courses fulfilling particular certificate requirements (<https://www.fivecolleges.edu/reees/courses>) will be maintained and regularly updated by the Five College Committee for Russian, East European, and Eurasian Studies.
- Credit for one-time courses, special topics courses, independent study, and transfer or study abroad courses requires approval from the student's certificate program advisor at Mount Holyoke.
- 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.

# Sociology

## Overview and Contact Information

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, race and ethnic relations, and the sociology of media.

## Contact Information

**Kenneth Tucker, Chair**

**Michelle Pietras, Academic Department Coordinator**

102 Porter Hall

413-538-2283

<https://www.mtholyoke.edu/acad/sociology>

## Faculty

**This area of study is administered by the Sociology faculty:**

Richard Moran, Professor of Sociology

Eleanor Townsley, Andrew W. Mellon Professor of Sociology; Director of Nexus

Kenneth Tucker, Helen P. Bibbero Professor of Sociology

Patricia Banks, Associate Professor of Sociology, On Leave 2018-2019

Ayca Zayim, Assistant Professor of Sociology, Teaching Spring Only

Timothy Malacarne, Visiting Assistant Professor of Data Science

Nicole Michaud Wild, Visiting Lecturer in Sociology and Anthropology

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
SOCI-123	Introduction to Sociology	4
SOCI-223	Development of Social Thought <sup>1</sup>	4
SOCI-225	Social Science Research and Data Analysis <sup>1</sup>	4
12 credits at the 300 level, including at least one of the following courses:		12
SOCI-317	Topics in Contemporary Social Thought	
or SOCI-333	Contemporary Social Theory	
12 additional credits beyond the 100 level		12
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> SOCI-223 and SOCI-225 should be completed as early as possible but certainly by the end of the junior year.

## Additional Specifications

- Please note: Proposal deadlines are strictly enforced for independent study at the SOCI-295 and SOCI-395 levels.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
SOCI-123	Introduction to Sociology	4
4 credits at the 300 level		4
12 additional credits above the 100 level		12
<b>Total Credits</b>		<b>20</b>

## Course Offerings

### SOCI-123 Introduction to Sociology

*Fall and Spring. Credits: 4*

This course uses a sociological framework to examine the nature and structure of modern industrial societies. To identify central trends in society and culture, this course covers several basic themes, such as social inequality and social interaction, that have appeared repeatedly in the works of major social thinkers.

*Applies to requirement(s): Social Sciences*

*N. Michaud Wild, C. Sever, E. Townsley*

**SOCI-131 The Numbers Game: How Data Shapes and Explains Our Social World***Spring. Credits: 4*

This course gives students a basic introduction to sociological concepts and the way in which they can be studied using data analytic methods. It introduces students to basic data analytic coding. This will focus on one form of analysis (most likely text analysis), but the course aims to give students a reading familiarity with other forms of data analysis. Along with traditional sociological concepts like structure vs. agency and stratification, this course will introduce students to the idea that numbers, data, statistics, and their graphical representations are not necessarily neutral arbiters of truth, but rather important parts of the social construction of how we understand the world.

*Applies to requirement(s): Social Sciences**T. Malacarne***SOCI-214 Race in America: Inequality, Immigration, and Other Issues***Not Scheduled for This Year. Credits: 4*

From the Black Lives Matter movement to debates about immigration and a color-blind America, race and ethnicity are at the forefront of contemporary public discourse. In this course students will be introduced to the various sociological perspectives and theoretical frameworks used to understand racial and ethnic relations in the United States. Racial and ethnic identities remain an important aspect of how people view themselves and others. In this course, we will discuss the dynamics of individual racial and ethnic groups including African Americans, Latino Americans, Native Americans, Asian Americans, and White Americans. We will also examine what the concepts of race and ethnicity mean and how they affect various aspects of American society.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**P. Banks**Restrictions: Course limited to sophomores, juniors and seniors***SOCI-216 Special Topics in Sociology****SOCI-216CC Special Topics in Sociology: 'Cults, Conspiracies, and Moral Panics'***Fall and Spring. Credits: 4*

Using case studies such as the Eugenics Movement, Jonestown, and the Kennedy Assassination, this course will examine how distrust of the government, originally motivated by logical concerns, has transformed the way people think about power in the postmodern era. The class will explore the difference between rational questioning of authority and blind distrust that leads to questionable claims. Through topics such as the War on Drugs, this class shows how the powerful are able to use biases and public fears to carry out their own, often counterproductive, measures. These case studies have issues like race and class at their core. We will examine how certain social issues have managed to endure.

*Crosslisted as: CST-249CC**Applies to requirement(s): Social Sciences**N. Michaud Wild**Prereq: SOCI-123.***SOCI-216MC Special Topics in Sociology: 'Sociology of Medicine'***Not Scheduled for This Year. Credits: 4*

This course provides a philosophical and sociological interpretation of various aspects of the field of medicine. Topics include measurement of variations in rates of disease and their relationship to social characteristics and social structure, systems of care and hospitalization, and ethical concerns. Topics include death, abortion, human genome sequencing, and assisted suicide.

*Applies to requirement(s): Social Sciences**R. Moran**Prereq: SOCI-123.***SOCI-216MD Special Topics in Sociology: 'Sociology of Media'***Fall. Credits: 4*

This course explores the social organization of mass media systems as well as the various factors – cultural, economic and political – that have influenced their development. It asks: what is the connection between mass media and the large modern, democratic societies we inhabit? The first part of the course examines the historical development of mass media and the social theories that sought to interpret and explain its social impact. The second part considers the political and economic factors that structure contemporary mass media, paying particular attention to media deregulation and conglomeration. In the third part of the course, we explore the emergence of newer media forms such as the internet and digital/satellite television.

*Applies to requirement(s): Social Sciences**E. Townsley**Prereq: SOCI-123.***SOCI-216SC Issues in Sociology: 'Sociology of Culture'***Not Scheduled for This Year. Credits: 4*

What is "culture"? How has it changed over time? This course examines the definition (including religion, language, food, etc.), the social settings in which culture is produced, and the products of culture we consume (literature, film, music, painting, theatre, fashion, popular magazines, graffiti, and television, etc.). Course topics include: how to analyze culture and who produces it, the forces shaping markets for artistic objects and performances, politics and culture, the effects of censorship, globalization, and class differences.

*Applies to requirement(s): Social Sciences**N. Michaud Wild**Prereq: Sociology 123.***SOCI-216SN Special Topics in Sociology: 'Social Networks: Who You Know, How You Know Them, and Why It Matters'***Fall. Credits: 4*

Social networks are much more than the people you know on Facebook and Twitter. They affect everything from political beliefs to health outcomes to professional success. This course asks, "What are social networks?" and examines their impact on contemporary life. Students will develop the analytical skills to understand the formation, evolution, and significance of different relationship structures and the way they shape individuals' lives.

*Applies to requirement(s): Social Sciences**T. Malacarne**Prereq: 4 credits in Sociology.***SOCI-223 Development of Social Thought***Fall. Credits: 4*

This course examines the origins and development of sociological theory in the nineteenth century. Focusing on the three most important representatives of the classical tradition in sociology - Karl Marx, Max Weber, and Emile Durkheim - we consider in detail the ideas of each, compare their perspectives on emerging industrial society, and assess their contemporary significance.

*Applies to requirement(s): Social Sciences**K. Tucker**Prereq: SOCI-123 or ANTHR-105.*

**SOCI-225 Social Science Research and Data Analysis***Spring. Credits: 4*

This course is an introduction to the use of quantitative data in sociology. It focuses on the ways in which data is collected, analyzed, and presented to make sociological arguments. It introduces various tools to describe data for single variables, explore relationships between pairs of variables, and make statistical inferences. Students will learn basic skills to conduct their own social science research and analyze data using statistical software. The aim of the course is to allow students to conduct elementary statistical analyses on their own and become critical readers of statistical evidence.

*Applies to requirement(s): Meets No Distribution Requirement**A. Zayim**Restrictions: This course is offered to Sociology majors only.***SOCI-231 Criminology***Fall. Credits: 4*

This course focuses on the historical and theoretical development of the major approaches to crime and criminality. Criminology began in the second half of the nineteenth century when its pioneers asked the 'big questions' pertaining to crime, society, and human nature. As criminology progressed, it narrowed its focus, concentrating on special areas, such as violent crime and property crime. As sociology began to dominate criminology, new theories were developed to explain the social facts gathered in the last 50 years.

*Applies to requirement(s): Social Sciences**R. Moran**Prereq: 4 credits in Sociology department.***SOCI-234 Social Problems***Spring. Credits: 4*

This is a course on the social construction of social problems. It devotes almost exclusive attention to how a 'problem' becomes a social problem; examining how atypical cases become regarded as typical; how definitions are expanded to inflate statistics; and how claim makers and advocacy groups manipulate the media to market social problems and solutions to the public.

*Applies to requirement(s): Social Sciences**R. Moran**Prereq: SOCI-123.***SOCI-240 Collective Behavior and Social Movements***Spring. Credits: 4*

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.

*Applies to requirement(s): Social Sciences**K. Tucker**Prereq: SOCI-123.***SOCI-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***SOCI-316 Special Topics in Sociology****SOCI-316BL Special Topics in Sociology: 'Black Cultural Production and Consumption'***Not Scheduled for This Year. Credits: 4*

This course explores black cultural production and consumption in the United States using a sociological lens. The central focus is how the production and consumption of cultural objects such as visual art, music, and television reproduce and erode racial boundaries. Topics include the construction of racial identity through consumption; representations of blacks in the media; and the impact of cultural tastes and preferences on black achievement.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**P. Banks**Restrictions: Course limited to sophomores, juniors and seniors***SOCI-316DG Special Topics in Sociology: 'Sociology of Development and Globalization'***Spring. Credits: 4*

This course investigates economic development and globalization through a sociological lens. What is development? Why and how has the idea of development changed over time? Which development policies has this promoted, and with what consequences on people's lives in developing countries? Based on case studies across Africa, Asia, Latin America and the Middle East, the course examines economic, political, and institutional factors that inform global development processes from post-WWII to the present. As we discuss challenges to the neoliberal development paradigm, students will gain a critical perspective on contemporary issues such as environmental damage, global inequality, and poverty.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**A. Zayim**Prereq: 8 credits in sociology.***SOCI-316NQ Special Topics in Sociology: 'Organizations and Inequality'***Spring. Credits: 4*

In Organizations and Inequality, we analyze how organizations create, reproduce, and also potentially challenge social inequalities. Drawing on different organizational perspectives, students will engage the challenges of ethical action in a complex world marked by competing rationalities and deep inequalities. Students will also research an organization of which they are a member and develop their own case study.

*Crosslisted as: EOS-349NQ**Applies to requirement(s): Social Sciences**E. Townsley**Prereq: SOCI-123.***SOCI-316NT Special Topics in Sociology: 'Social Network Analysis: Analyzing Who You Know and How It Matters'***Spring. Credits: 4*

Social networks analysis investigates social structures by looking at the actors in a system and the relationships between them. Its techniques can be used to map everything from Facebook friendship networks to the connections between corporate boards to status hierarchies in monkeys. In this class, students will learn the practical skills needed to do their own network analysis. The course uses R, but no prior programming experience is required.

*Applies to requirement(s): Social Sciences**T. Malacarne**Prereq: Any 200- or 300-level Sociology course or ECON-220.*

**SOCI-316PS Special Topics in Sociology: 'Intellectuals, Digital Media, and the Public Sphere'***Not Scheduled for This Year. Credits: 4*

This research seminar investigates how different kinds of stories unfold in contemporary public spheres. How do we make sense of pressing matters of common concern? It asks: what are the effects of a pervasive cultural distrust in social institutions, the widespread mediatization of everyday life, and the intercultural and intertextual nature of media texts themselves? Drawing from foundational texts about the role of intellectuals and the public sphere, students will be asked to develop an empirical case study to explore these questions and test their ideas.

*Applies to requirement(s): Social Sciences**E. Townsley**Prereq: 4 credits in Sociology.***SOCI-316SC Special Topics in Sociology: 'Sociology of Culture'***Not Scheduled for This Year. Credits: 4*

What is "culture"? How has it changed over time? This course examines the definition (including religion, language, food, etc.), the social settings in which culture is produced, and the products of culture we consume (literature, film, music, painting, theatre, fashion, popular magazines, graffiti, and television, etc.). Course topics include: how to analyze culture and who produces it, the forces shaping markets for artistic objects and performances, politics and culture, the effects of censorship, globalization, and class differences.

*Applies to requirement(s): Social Sciences**N. Michaud Wild**Prereq: SOCI-123.***SOCI-316SY Special Topics in Sociology: 'The Business of Culture: Marketing & Selling Symbolic Goods'***Not Scheduled for This Year. Credits: 4*

This course investigates the creative economy through a sociological lens. Through case studies of various creative industries, as well as examination of the creative sector as a whole, we will examine how the cultural economy influences, and is influenced by, social phenomena. We will explore issues such as how value is produced in the field of fashion modeling, how music and other creative industries drive urban economies, how local crafts enter global markets, and how norms and values influence the adoption of e-commerce in the market for fine art.

*Applies to requirement(s): Social Sciences**P. Banks**Restrictions: Course limited to sophomores, juniors and seniors***SOCI-316UC Special Topics in Sociology: 'Wrongful and Unlawful Convictions in Capital Cases'***Spring. Credits: 4*

The Death Penalty in America: Unjustly Convicted Death Row Inmates. This course will examine in detail the cases of all 130 death row inmates exonerated in the post-Furman era (1976-2009). It will focus on how the 130 men ended up on death row, as well as the process by which they gained their freedom. In addition, the course will spotlight the many proposals, videotaped police interrogations, eyewitness identifications, forensic science procedures, etc., designed to correct sources of mistakes; and assess their likelihood of successfully preventing both unjust and wrongful convictions in capital cases.

*Applies to requirement(s): Social Sciences**R. Moran**Prereq: SOCI-123.***SOCI-316WT Special Topics in Sociology: 'Sociology of 9/11 and the War on Terror'***Fall. Credits: 4*

We will explore the cultural and political impact of the terrorist attacks on September 11, 2001. The media's role in constructing meanings will be a main organizing focus of the course. Using readings, discussions, assignments, and films, the course will allow students to form a picture of how 9/11 changed America and beyond. Course topics include: the way the mainstream media constructed 9/11 and alternate ways they could have; how popular culture and the Public Sphere responded; complex historical factors leading up to 9/11; reasons the attackers say they committed the attacks; ways the event changed culture and politics in the world; conspiracy theories.

*Crosslisted as: CST-349WT**Applies to requirement(s): Social Sciences**N. Michaud Wild**Prereq: 8 Credits in Sociology.***SOCI-317 Topics in Contemporary Social Thought****SOCI-317ST Topics in Contemporary Social Thought: 'Cultural Sociology and Contemporary Theory'***Not Scheduled for This Year. Credits: 4*

This seminar examines some recent developments in cultural sociology and contemporary social theory. The first part of the class asks: How do we imagine social things? The second part of the class reviews the history of social theory with a focus on the multiple crises of the modernity narrative, and various attempts to resolve these crises. The final third of the class poses the question of how to analyze culture and "do" social theory.

*Applies to requirement(s): Social Sciences**E. Townsley**Prereq: 8 credits in Sociology.**Advisory: Some familiarity with social theory is required (for example: Sociology 223 or some substitute).***SOCI-324 Class in the Black Community***Not Scheduled for This Year. Credits: 4*

This course explores class in the black community from a sociological perspective. It focuses on how race fosters commonalities and how class fuels differences among blacks. We will examine the nature of these commonalities and differences within several contexts, such as neighborhoods, politics, work, and culture.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**P. Banks**Restrictions: Course limited to sophomores, juniors and seniors***SOCI-327 Social Inequality***Fall. Credits: 4*

This course is a critical survey of theoretical and empirical research on social inequality, stratification, and mobility. The central focus is class, race, and gender inequalities as they have changed during the post-World War II period in the United States (although we will look briefly at stratification regimes in other cultures and time periods). The concepts and methods of social stratification have wide application in sociology, economics, public policy, and administration contexts. As the course progresses, we will explore some of these applications as we wrestle with several policy issues currently confronting U.S. society.

*Applies to requirement(s): Social Sciences**K. Tucker**Prereq: SOCI-123 and 4 credits in the department.*



**SOCI-333 Contemporary Social Theory***Spring. Credits: 4*

In this critical survey of the main theoretical perspectives in contemporary sociology, we focus specifically on structural functionalism, symbolic interactionism, critical theory, feminism, and postmodernism. Besides gaining familiarity with these alternative perspectives, we try to identify the main axes of theoretical dispute in sociology and discuss the problems of evaluating and resolving conflict between theories.

*Applies to requirement(s): Social Sciences**K. Tucker**Prereq: SOCI-223, 8 credits in sociology.***SOCI-350 Sociology of Punishment***Fall. Credits: 4*

This seminar covers the social history of punishment, beginning with the birth of the prison in the late eighteenth century and continuing to the present. Emphasis on the shift in philosophy from public to private punishment, prison reform movements, and the death penalty.

*Applies to requirement(s): Social Sciences**R. Moran**Prereq: 8 credits in Sociology.***SOCI-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## South Asian Studies

### Overview and Contact Information

One of four interdisciplinary majors offered by the Asian Studies Program, South Asian studies allows students to specialize in the history, languages, cultures, and politics of South Asia. Our students are expected to incorporate the humanities and the social sciences fully into their studies with classes at Mount Holyoke and the other colleges in the Five College Consortium. Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of Asia.

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

Most of our students spend a semester or a summer in one of the many Mount Holyoke College-approved South Asian study abroad programs.

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

## See Also

- Asian Studies (p. 75)

### Contact Information

**Ying Wang, Chair****Denise Falk, Academic Department Coordinator**

112 Ciruti Center  
413-538-2885

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

## Faculty

**This area of study is administered by the Asian Studies Committee:**

Satyananda Gabriel, Professor of Economics

Rie Hachiyanagi, Professor of Art

Sohail Hashmi, Professor of International Relations on the Alumnae Foundation and Professor of Politics, Teaching Spring Only

Kavita Khory, Ruth Lawson Professor of Politics, Teaching Fall Only

Susanne Mrozik, Professor of Religion

Naoko Nemoto, Professor of Asian Studies

Joshua Roth, Professor of Anthropology

Ajay Sinha, Professor of Art History

Ying Wang, Felicia Gressitt Bock Professor of Asian Studies

Elif Babul, Associate Professor of Anthropology

Calvin Chen, Associate Professor of Politics

Amina Steinfels, Associate Professor of Religion, Teaching Spring Only

Lan Wu, Assistant Professor of History

Lisha Xu, Senior Lecturer in Asian Studies

Lei Yan, Senior Lecturer in Chinese

Heba Arafah, Five College Lecturer in Arabic

Kyae-Sung Park, Five College Lecturer in Korean

Richard Chu, Five College Associate Professor of History

Mohamed Hassan, Five College Senior Lecturer in Arabic

May George, Five College Lecturer in Middle East Studies

Nahla Khalil, Five College Lecturer in Arabic

Suk Massey, Five College Lecturer in Korean

Chan Young Park, Five College Lecturer in Korean

John Weinert, Five College Lecturer in Arabic

Chihiro Hanami, Visiting Instructor in Japanese

## Requirements for the Major

A minimum of 40 credits:

Code	Title	Credits
One course (4 credits) in modern South Asian history, for example:		4
HIST-124	History of Modern South Asia, 1700 to the Present	
One course (4 credits) on pre-modern and/or early modern South Asia (c. 3000 BCE to 1700 CE), for example:		4
ARTH-263	Arts of India	
8 elective courses (32 credits):		32

Two (8 credits) must be from Group One: Humanities (history, religion, philosophy, literature, language, the arts, and interdisciplinary courses in these areas) <sup>1</sup>
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 of the courses above (12 credits) must be 300-level.
One of these three 300-level courses must be a non-language course. <sup>2</sup>
Total Credits
40

<sup>1</sup> In order to count toward the major, studio art or performance courses must be supplemented with analytical written work.

<sup>2</sup> Any course that is taught outside of Mount Holyoke must be approved by the chair of the Asian Studies Program to count toward the major as a 300-level course.

Additional Specifications

- 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.
- Students who declare a South Asian studies major automatically fulfill the College’s “outside the major” requirement.

Courses Counting toward the Major

Most South Asian studies courses at Mount Holyoke are listed below, but students should also consult the catalog entries or websites of other departments, including art history, history, international relations, politics, and religion. South Asian Studies majors should also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College Class Schedule (<https://www.fivecolleges.edu/academics/courses>) or individual college websites).

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

Code	Title	Credits
<b>Art History</b>		
ARTH-263	Arts of India	4
ARTH-290BC	Issues in Art History: 'Bollywood: A Cinema of Interruptions'	4
ARTH-360BC	Seminar in Asian Art: 'Bollywood: A Cinema of Interruptions'	4
<b>Critical Social Thought</b>		
CST-249BE	Buddhist Ethics	4
<b>Dance</b>		
DANCE-143	Classical Indian Dance	2
<b>Film Studies</b>		

FLMST-270BC	National/Transnational Cinema: 'Bollywood: A Cinema of Interruptions'	4
<b>Gender Studies</b>		
GNDST-333SA	Advanced Seminar: 'Women and Gender in Modern South Asia'	4
<b>History</b>		
HIST-124	History of Modern South Asia, 1700 to the Present	4
HIST-222	Muslim Politics in Modern South Asia	4
HIST-223	Religion and Politics in Modern India	4
HIST-301ND	Colloquium: 'The Indian Ocean World'	4
HIST-301SA	Colloquium: 'Women and Gender in Modern South Asia'	4
<b>Politics</b>		
POLIT-357	War and Peace in South Asia	4
POLIT-373	The Politics of Transformation in China and India	4
<b>Religion</b>		
RELIG-163	Introduction to Buddhism	4
RELIG-223	Religion and Politics in Modern India	4
RELIG-241	Women and Buddhism	4
RELIG-267	Buddhist Ethics	4
RELIG-311	Sufism: The Mystic Path in Islam	4

Spanish (Hispanophone Studies)  
Overview and Contact Information

The Department of Spanish, Latina/o, and Latin American Studies engages in the multidisciplinary study of the past, current state, and emerging realities of societies and cultures of Latin America, Spain, the Caribbean, and the Latina/o heritage populations within the United States and their relations with each other and with the wider world. To that end, our courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics.

The Department of Spanish, Latina/o, and Latin American Studies also collaborates closely with a number of other departments and programs on campus, frequently crosslisting courses with film studies, gender studies, history, and Romance languages and cultures. Regular cocurricular activities organized by the department (film series, lectures, etc.) also engage the larger college community in the interests of our students and faculty. In addition to providing opportunities for learning on campus, the department also strongly recommends that students study off campus in a Spanish-speaking context in order to enhance their language skills and to forge their own connections to place through language.

Spanish—the second most spoken language in the United States today and one of the three most spoken languages in the world— has become a crucial part of civic engagement and global citizenship. Facility with the language has been an important component of career success for many Mount Holyoke graduates in fields including government, law, business, international affairs, education, journalism, medicine, and the performing arts.

To this end, the major and minor in Spanish (Hispanophone Studies) include a variety of courses intended to facilitate proficiency in the language and contextualize and analyze issues relevant to Spanish

speakers abroad and in the U.S., such as terrorism, migration, and imperialism.

## Contact Information

**Nieves Romero-Díaz, Chair**

**Justin Crumbaugh, Study Abroad Advisor for Spain and Latin America**

**Esther Castro, Language Program Director**

**Cara Lapenas, Academic Department Coordinator**

105 Ciruti Language Center

413-538-2347

<https://www.mtholyoke.edu/acad/spanish>

## Faculty

**This area of study is administered by the Department of Spanish, Latina/o, and Latin American Studies:**

Lowell Gudmundson, Professor of Latin American Studies and History

Dorothy Knight-Mosby, Professor of Spanish; Associate Dean of Faculty

Nieves Romero-Díaz, Professor of Spanish

Justin Crumbaugh, Associate Professor of Spanish, Latina/o and Latin American Studies

David Hernández, Associate Professor of Spanish, Latina/o, Latin American Studies

Vanessa Rosa, Assistant Professor of Latina/o Studies

Esther Castro, Senior Lecturer in Spanish; Spanish Language Program Director

Dimaris Barrios-Beltrán, Visiting Language Instructor in Spanish

Flávia Cunha, Language Instructor in Spanish

Elena García Frazier, Language Instructor in Spanish

Antonio Illescas, Language Instructor in Spanish

Adriana Pitetta, Visiting Lecturer in Spanish, Latina/o and Latin American Studies

## Requirements for the Major

A minimum of 32 credits:

Code	Title	Credits
SPAN-212	Preparation for Advanced Studies	4
A minimum of three 300-level courses: <sup>1</sup>		12
At least one must be taken in the senior year at Mount Holyoke		
Four other courses in Spanish at any level, within the following restrictions:		16
Two 200-level introductory courses (above SPAN-212) must be taken prior to enrolling in any 300-level course		
At least one of the courses above SPAN-212 has to concentrate on Spain and/or Latin America before 1800.		
Total Credits		32

<sup>1</sup> Excluding SPAN-395 which may not be counted as one of these four courses.

## Additional Specifications

- 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 at Mount Holyoke by department faculty can be counted toward the major. If not, only one course taught in English (if cross-listed or approved by the department) will be allowed.
- For one semester abroad, a student can get up to 8 credits towards her major at the 200 or 300 level, and up to 20 credits for two semesters abroad. For the major in Spanish, the department will accept no more than 8 credits taken abroad at the 300 level.
- Decisions regarding credit transfers from study abroad will be based on academic criteria. Students should save course syllabi, written assignments, and any other relevant materials. Courses on a variety of subjects (literature, history, art, film, but also political science, economics, sociology) may count toward the major, but only if the study abroad advisor approves of the course contents and objectives.

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
SPAN-212	Preparation for Advanced Studies	4
At least one 300-level course <sup>1</sup>		4
Three other courses at the 200 or 300-level. One 100-level course could be substituted for one of these		12
Total Credits		20

<sup>1</sup> Note: two 200-level introductory courses (above SPAN-212) must be taken prior to enrolling in a 300-level course.

## Additional Specifications

- The 300-level required course must be taken in the department.
- No course in English can be counted toward the minor.
- Independent Study (SPAN-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. Further information about the minor in education (p. 324) and the Teacher Licensure program (p. 324) is available in other sections of the catalog, or consult 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 Department of Spanish, Latina/o, and Latin American Studies and in the Department of Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice Placement

Students with no prior knowledge of Spanish can enroll in SPAN-101.

Any student with prior course work in Spanish must do the following:

1. take an online placement test (<https://www.mtholyoke.edu/acad/spanish/placement>) within two months of registration, and
2. complete a language questionnaire (located in the online First-Year Curriculum Guide).

Upon reviewing both the questionnaire and placement test results, the department may require a level change.

## Notes

Students are strongly encouraged to take their language courses in close succession, without lapses between one level and the next.

Students who have previously taken Spanish courses at Mount Holyoke and who wish to continue their study of Spanish must have the prerequisites stipulated for specific courses.

All courses satisfy distribution requirements unless indicated otherwise.

All courses are conducted in Spanish unless indicated otherwise.

Students contemplating study abroad in Spain or Latin America are encouraged to elect a Spanish course in the first semester of their first year.

## Course Offerings

### SPAN-101 Elementary Spanish

*Fall and Spring. Credits: 4*

A dynamic and interactive introduction to Spanish and Spanish American cultures. Covers the basic grammar structures of the Spanish language through extensive use of video, classroom practice, and weekly conversation sessions with a native language assistant. Assumes no previous study of Spanish.

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

*D. Barrios-Beltrán, E. Castro, F. Cunha, E. García Frazier*

### SPAN-199 Preparation for Intermediate Spanish

*Fall and Spring. Credits: 4*

A fast-paced review of basic Spanish grammar. Stresses Spanish and Spanish American culture through readings, films, and weekly conversation sessions with a native language assistant.

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

*D. Barrios-Beltrán, E. Castro, J. Crumbaugh, F. Cunha, E. García Frazier, A. Illescas*

*Prereq: SPAN-101 or SPAN-102 or by obtaining a qualifying score on placement exam.*

### SPAN-201 Intermediate Spanish

*Fall and Spring. Credits: 4*

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.

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

*F. Cunha, E. García Frazier, A. Illescas*

*Prereq: SPAN-199 or by obtaining a qualifying score on placement exam.*

### SPAN-209 Composition and Culture

*Fall and Spring. Credits: 4*

Emphasis on written expression in Spanish through frequent assignments emphasizing difficult grammatical structures or idiomatic usages, sentence and paragraph structure, making smooth transitions, writing the short essay, writing descriptions, engaging in personal or business correspondence, analyzing texts, doing library research, and drafting and completing research papers. Students will comment on each other's work in the classroom and/or via the use of email or Web sites and will practice techniques of self-editing and self-criticism.

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

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

*E. Castro*

*Prereq: SPAN-201 or a qualifying score on placement exam.*

### SPAN-212 Preparation for Advanced Studies

*Fall and Spring. Credits: 4*

This course will equip students of Spanish with a variety of skills that prepare them for upper-division courses. Specific areas of study will include introduction to literary genres and movements; practice in critical reading and writing; study of figures of speech, rhetoric, and style; presentation of oral reports; use of library resources. In addition, students acquire basic knowledge of the geography, history, and culture of the Hispanic world.

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

*Other Attribute(s): Speaking-Intensive*

*N. Romero-Díaz, A. Pitetta*

*Prereq: SPAN-201 or SPAN-209.*

### SPAN-217 Portuguese for Spanish Speakers I

*Not Scheduled for This Year. Credits: 4*

This course is specially designed for students who are proficient in Spanish or another Romance language. This previous knowledge will be drawn upon to promote fast and solid acquisition of linguistic skills in Portuguese. Course conducted in Portuguese. Upon successful completion of the course, students should be able to: interact with other students and the instructor in Portuguese; describe and compare people, places, and things in Portuguese; communicate future plans in Portuguese; narrate and understand past events in Portuguese; offer and understand advice and directions in Portuguese; give and understand opinions in Portuguese; and hypothesize in Portuguese.

*Crosslisted as: LATAM-217*

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

*F. Cunha*

*Prereq: SPAN-201 or placement test.*

*Advisory: Permission of instructor if you have proficiency in other Romance languages.*

*Notes: Students with proficiency in other Romance languages should seek permission of the instructor.*



**SPAN-230 Identities & Intersections**

A broad introduction to issues of identity (gender, sexual, ethnic, cultural, class, national, religious) in the Spanish-speaking world and their intersections with other dimensions of cultural agency and power differentials. The specific course contents and examples examined will vary each semester.

**SPAN-230GV Identities & Intersections: An Introduction: 'Assault, Rape, and Murder: Gendered Violence from Medieval to Contemporary Spain'**  
*Not Scheduled for This Year. Credits: 4*

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 Boya&iacuten (twentieth century), contemporary news (twenty-first century), and laws (from the thirteenth century to the present).

*Crosslisted as: GNDST-204GV*

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

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

*N. Romero-Díaz*

*Prereq: SPAN-212.*

*Notes: Taught in Spanish*

**SPAN-230SP Identities & Intersections: An Introduction: 'Black Spain'**  
*Spring. Credits: 4*

This survey course studies the complex histories and identities of blacks in Spain from the early medieval period to the present. The aim of this course is to learn a new historical perspective that brings into focus the role of black Africans (or those of African descent) as significant actors in the construction of Spain. An interdisciplinary approach will take us from the first visual representation of blacks in Alfonso X's Cantigas in the thirteenth century, through the plays based on the Renaissance black scholar Juan Latino, to the contemporary musical contributions of Hijas del Sol and Buika. In Spanish.

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

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

*N. Romero-Díaz*

*Prereq: SPAN-212.*

*Notes: Taught in Spanish*

**SPAN-240 Visual Cultures: An Introduction**

A broad introduction to the study of visual representation in Latin American, Spanish, and U.S. Latina/o cultures. Students will examine the articulation of a variety of topics in media such as film, television, fine arts, Internet, and/or video. The specific course contents and examples examined will vary each semester.

**SPAN-240CN Visual Cultures, An Introduction: 'Introduction to Spanish and Latin American Cinema'**

*Not Scheduled for This Year. Credits: 4*

This course offers a broad introduction to the history, politics and aesthetics of Latin American and Spanish cinema. The course also introduces students to the basic terminology and methodologies of film studies.

*Crosslisted as: FLMST-203*

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

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

*J. Crumbaugh*

*Prereq: SPAN-212.*

*Notes: Taught in Spanish.*

**SPAN-240FA Visual Cultures, An Introduction: 'Fascism in Plain Sight'**  
*Fall. Credits: 4*

This course examines fascism from a visual perspective. Students learn about the history of the phenomenon through the lenses of cinema, television, and performance. The course begins with an overview of fascism that spans from 1920s Europe to the present. What exactly is fascism? What is its relationship to newly emergent populisms (often called "fascist") and their own emphasis on spectacle? How does fascism visualize race, immigration, gender, sexuality, and violence? The course focuses mainly on fascism's manifestations throughout the Spanish-speaking world. That is, what do Latin America and Spain teach us about its malleability and adaptability?

*Crosslisted as: FLMST-270FA, CST-249FA*

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

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

*J. Crumbaugh*

*Prereq: SPAN-212 or fluency in Spanish with permission.*

*Notes: Taught in Spanish.*

**SPAN-250 Concepts and Practices of Power**

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.

**SPAN-250LM Concepts and Practices of Power: 'Making Latin America: From Independence to the Present'**

*Spring. Credits: 4*

This transdisciplinary course is an introduction to Latin America through its cultural production (literature, film, music, painting, dancing, comics, performance, among others). We are going to address some of the most important moments of the continents' history: independence period, modernization, nationalism, Mexican Revolution, Latin America and the Cold War, Cuban Revolution, Literary Boom in Latin America, Southern Cone cultural production during dictatorships, politics of memory, popular media and mass culture. These cultural products and historical moments will also be interacting with some of the most relevant concepts of gender theory, cultural studies, critical race theory and human rights.

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

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

*A. Pitetta*

*Prereq: SPAN-212.*

*Notes: Taught in Spanish*

**SPAN-250MG Concepts and Practices of Power: 'Spanish Migrations'**

*Not Scheduled for This Year. Credits: 4*

This course examines migration and transnational movements in relation to Spain. Students will explore the implications of migration and the significance of self and public imaging in the definition of a Spanish national identity. After studying the participation of Spanish emigrants during the '50s and the '60s in the reconstruction of Europe, the class will organize its discussion around the main immigrant groups present in contemporary Spain: from Africa (Moroccan and Sub-Saharan), from Asia (Pakistani and Chinese), and from Latin America (Dominican and Equatorian). We will analyze different type of discourses, from literature and film to music and social media.

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

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

*N. Romero-Díaz*

*Prereq: SPAN-212.*

*Notes: Taught in Spanish; can be counted toward IR major*

**SPAN-250MV Concepts and Practices of Power: 'Moving Latin America: An Introduction to the Continent Through Its Social Movements'***Not Scheduled for This Year. Credits: 4*

This interdisciplinary course provides an introduction to the political and cultural landscape of Latin America through the lenses of some of its social movements. It focuses on some of the region's most recent polemics and political innovations in order to establish the foundation for a deeper understanding of contemporary Latin America while interrogating its geopolitical boundaries. Some themes are the impact of social movements on national policy shifts, the significance of indigenous groups for political discourse, or the use of human right agendas in local contexts.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*  
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*A. Pitetta**Prereq: SPAN-212.**Notes: Taught in Spanish.***SPAN-260 Studies in Language and Society**

A broad introduction to the study of specific form/meaning relations in the linguistic system of Spanish and the function of language in society. Topics may include, but are not limited to, languages in contact, bilingualism, teaching methodology, translation and interpretation, sociolinguistics, phonetics and phonology, morpho-syntax, semantics and pragmatics. The specific course contents and examples examined will vary each semester.

**SPAN-260BL Studies in Language and Society: An Introduction: 'Being Bilingual'***Fall. Credits: 4*

This course will introduce students to key issues and concepts in the study of bilingualism with a focus on communities in which Spanish interacts with other languages in Latin America, Spain, and the United States. One of the main goals of the course is to create awareness about the multidimensional nature of bilingualism as an individual, socio-political, cultural, and a psycholinguistic phenomenon. Topics will include degrees of bilingualism and the notion of "bilingual continua", language acquisition and language processing, relations between language and identity, the linguistic effects of other languages in different Spanish varieties, language maintenance and language loss, language policies and bilingual education.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*E. Castro**Prereq: SPAN-209.**Notes: Taught in Spanish***SPAN-260CN Studies in Language and Society: An Introduction: 'Spanish Across the Continents'***Not Scheduled for This Year. Credits: 4*

This course will introduce students to the various varieties of Spanish throughout the world including North and South America, Spain, North Africa and regions where Judeo-Spanish is spoken. Topics will include the historical reasons for the presence and development of Spanish in different regions and the main causes of language variation, such as contact with other languages and social factors. The analysis of oral texts (audio and video recordings) will be a main component of the coursework.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*E. Castro**Prereq: SPAN-209 or higher.**Notes: Taught in Spanish***SPAN-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***SPAN-330 Adv. Studies in Ident. & Intersection**

This course will concentrate on the various literary genres and cultural movements that have shaped Latin America from modernism to the present. Topics will focus on different genres and the expression of diverse ideologies through literature.

**SPAN-330BW Advanced Studies in Identities and Intersections: 'De Brujas y Lesbiana and Other "Bad Women" in the Spanish Empire'***Not Scheduled for This Year. Credits: 4*

During the Spanish Empire (16th-18th centuries), witches, prostitutes, transvestite warriors, lesbians and daring noblewomen and nuns violated the social order by failing to uphold the expected sexual morality of the ideal woman. They were silenced, criticized, punished, and even burned at the stake. Students will study contradictory discourses of good and evil and beauty and ugliness in relation to gender in the Spanish Empire. We will analyze historical and literary texts as well as film versions of so-called "bad" women -- such as the Celestina, Elena/o de Céspedes, Catalina de Erauso and Sor Juana Inés de la Cruz.

*Applies to requirement(s): Humanities; Language*  
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*N. Romero-Díaz**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish***SPAN-330EF Advanced Studies in Identities and Intersections: 'Women Writers: Early Feminisms'***Fall. Credits: 4*

This course examines a variety of "literary" expressions of women in Early Modern Spain and Colonial Latin America (e.g. Teresa de Avila, Catalina de Erauso, María de Zayas and sor Juana Inés de la Cruz). Attention will be paid to the formal means by which women writers emulated, appropriated, or subverted male-authored models, and how with her words and actions, they challenged modes of thinking and threatened patriarchal ideologies. 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 these women in the past.

*Crosslisted as: GNDST-333EF*

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*  
*Other Attribute(s): Speaking-Intensive, Writing-Intensive*

*N. Romero-Díaz**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish*

**SPAN-330FA Advanced Studies in Identities and Intersections: 'Writing as Women: Female Autobiographical Writings in Latin America'**

*Not Scheduled for This Year. Credits: 4*

Who speaks in a text? What relationship exists between literature, images and identity? How can we portray ourselves in specific socio-political contexts? How do women writers build themselves as authors in the context of a patriarchal literary tradition? How do they address problems of subjectivity, self-representation and self-legitimation? What are the challenges that the self-writing poses to women writers like a black Brazilian woman living in favelas who supports her family by digging through the garbage for paper and scraps to sell; a nun and poet during the colonial period in Mexico; a political prisoner and survivor from a Southern Cone concentration camp during the Argentinian dictatorship; K'iche' political activist and survivor of the Guatemalan Civil War? How do those challenges interact with those of other women writers with more privileged positions in their societies? The course focuses on a heterogeneous corpus of Latin American texts (novels, diaries, letters, poetry and memoirs) that display a literary female personae in a variety of contexts and how they shape the process of construction of woman as author in Latin America from the colonial period until now.

*Crosslisted as: GNDST-333LA*

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

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

*A. Pitetta*

*Prereq: Two 200-level Spanish courses above SPAN-212.*

*Notes: Taught in Spanish*

**SPAN-330SL Advanced Studies in Identities and Intersections: 'Spain and Islam'**

*Not Scheduled for This Year. Credits: 4*

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.

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

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

*N. Romero-Díaz*

*Prereq: Two 200-level Spanish courses above SPAN-212.*

*Notes: Taught in Spanish*

**SPAN-340 Advanced Studies in Visual Cultures**

A broad introduction to the study of visual representation in Latin American, Spanish, and U.S. Latina/o culture. Students will examine the articulation of a variety of topics in media such as film, television, fine arts, Internet, and/or video. The specific course contents and examples will vary each semester.

**SPAN-340AR Advanced Studies in Visual Cultures: 'Occupying the Arts: Activism, Crisis and Arts in Latin America'**

*Spring. Credits: 4*

In this course we will situate contemporary Latin American arts in a historical and political context – a moment of rupture that is informed by ongoing histories of racism, colonialism, sexism, authoritarianism, state terrorism, coloniality of power and debt. We will look at non canonical artists and movements between the sixties and now. What is artistic activism? What is social art? What is the role of creative industries in contexts of political oppression? What happens when art does not simply "talk about politics", but engages in a dialectical practice-moving between action and aesthetics? We will look at visual arts, performance and literature, also paying attention to the consumers.

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

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

*A. Pitetta*

*Prereq: Two courses in Spanish at the 200-level above SPAN-212.*

*Notes: Taught in Spanish*

**SPAN-340GZ Advanced Studies in Visual Cultures: 'The Female Gaze in Latin America'**

*Not Scheduled for This Year. Credits: 4*

This course addresses different ways in which women see the world and create worlds and experiences through filmmaking in Latin America. What role do women directors play in contemporary Latin American culture? How can feminist theoretical frameworks shape an understanding of the topics and forms in circulation? How do the affective labor issues regarding the film industry affect the women as film creators? With a focus on feature films directed by women working in diverse national and regional contexts, this course looks at female authorship and feminist aesthetics, Latin American cultural studies, postcolonial and subaltern studies, human rights, social movements and transnational politics in their interaction with films as discourses and practices that creates new ways of looking at and understanding the continent. We will focus specifically in the ways in which these directors/films address issues of gender identities, sexual orientation, intersectionality, the relation between culture- embodiment-senses, borders between the human, the animal and the monster.

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

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

*A. Pitetta*

*Prereq: Two courses in Spanish at the 200-level above SPAN-212.*

*Notes: Taught in Spanish*

**SPAN-340MW Advanced Studies in Visual Cultures: 'Memory (of) War'**

*Not Scheduled for This Year. Credits: 4*

The medium of cinema has shown persistent concern with war and memory, and has constituted a heated battleground for remembrance and erasure of the past. Through cinema, in other words, we most clearly see both memories of war and subsequent wars among competing memories. The Spanish Civil War (1936-1939), the repressive military regime of Francisco Franco (1939-1975), and recent attempts to "recuperate" memory all dramatize these dynamics and raise a number of larger questions. How do destruction and devastation register through the visual? What happens when we attempt to police memory (through censorship, propaganda, etc.)? What and why do people choose to remember or forget?

*Crosslisted as: FLMST-370MW, CST-349MW*

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

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

*J. Crumbaugh*

*Prereq: Two courses in Spanish at the 200-level above SPAN-212.*

*Notes: Taught in Spanish*

**SPAN-340PA Advanced Studies in Visual Cultures: 'Natural's Not in It: Pedro Almodóvar'***Not Scheduled for This Year. Credits: 4*

This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates. For instance, what can a weeping transvestite teach us about desire? What happens when plastic surgery and organ transplants become metaphors? Under what circumstances, if any, can spectators find child prostitution cute?

*Crosslisted as: FLMST-380PA, GNDST-333PA**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: SPAN-212.**Notes: Weekly evening screenings. Taught in English.***SPAN-340RE Advanced Studies in Visual Cultures: 'Representations of Labor in Latin American Cinema'***Fall. Credits: 4*

How do labor relationships and the social construction of what work means affect our lives as well as our communities? How do they contribute to shape our identities? In which ways can our gender, sexual orientation, race, social class or migratory status define our working possibilities? How do the concepts of marginality and informality emerge to identify the precarious Latin American labor conditions? Through Latin American films, students will problematize the idea of service, worker, industry, classic and non-classic work, sexual and affective work, and child labor, among others.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Pitetta**Prereq: Two courses in Spanish at the 200-level above SPAN-212.**Notes: Taught in Spanish***SPAN-350 Advanced Studies in Concepts and Practices of Power****SPAN-350DE Advanced Studies in Concepts and Practices of Power: 'Rethinking (Under)Development in Latin America'***Not Scheduled for This Year. Credits: 4*

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. The course addresses works by Gabriel García Márquez, Subcomandante Marcos, José Martí, Tomás Gutiérrez Alea, and others.

*Crosslisted as: CST-349DE**Applies to requirement(s): Humanities; Language; Multicultural Perspectives**J. Crumbaugh**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish.***SPAN-350QH Advanced Studies in Concepts and Practices of Power: 'Queering the Horror: Militancy, Sadism, and Transvestism in Representations of the Southern Cone 1970-1989'***Not Scheduled for This Year. Credits: 4*

The bloody dictatorships that took place during the 1970s and 1980s in the Southern Cone left behind a legacy of political violence, torture, sexual abuse, and disappearance of political dissidents. The Southern Cone states themselves became sadistic death machines like never before in these countries' histories. Bodies became territories of punishment and discipline as well as of struggle, resistance, and difference. We will analyze the way in which recent cultural production (film, novel, short stories, and theatre) of the Southern Cone and historical texts imagine and represent those "body struggles" through transvestite and queer bodies and dissident women's bodies, and by replacing the masculine icons of the left-wing militants and the state military terrorists of the 1970s.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**A. Pitetta**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish.***SPAN-360 Advanced Studies in Language and Society**

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

**SPAN-360HE Advanced Studies in Language and Society: 'Heroes & Infidels: Masculine Identity and The Birth of Europe in Medieval Romance Classics'***Not Scheduled for This Year. Credits: 4*

In this course we will read the canonical works that have shaped the national identity of European Romance countries such as Spain, France, Italy, Portugal, and Romania: from the medieval Chanson the Roland and Cantar del mio Cid to the early modern Don Quixote, Os Lusíadas, Orlando Furioso, and Mesterul Manole. We will discuss the performed masculinity of heroes, enemies, and mediators at the threshold between worlds. We will employ a decolonial critical approach to the Medieval, to question past and present wars against the infidel and their roles in the shaping of a modern European identity.

*Crosslisted as: ROMLG-375HE, ITAL-361HE, FREN-321HE**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Lovato**Advisory: For Language Majors: two courses in culture and literature at the 200 level. Also open to non-language majors with no prerequisite.**Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*



**SPAN-360RL Advanced Studies in Language and Society: 'History of Romance Languages'***Spring. Credits: 4*

This course examines the structural evolution of Romance languages from Vulgar Latin to contemporary forms. A chronological account will be organized around themes of persistence (inheritance from Latin) and innovation (structural change). We will begin by exploring different theories about linguistic change. Then, using concrete examples, we will analyze the main stages of development of Romance languages by focusing on different features at all linguistic levels and relating them to historical and sociological factors.

*Crosslisted as: ROMLG-375HS, ITAL-361HS, FREN-321RL**Applies to requirement(s): Humanities**E. Castro*

*Advisory: Two courses in Spanish at the 200-level above 212. Also open to non-language majors with no prerequisite.*

*Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

**SPAN-360TR Advanced Studies in Language and Society: 'Into Translation: Connecting Words and Worlds in English and Spanish'***Not Scheduled for This Year. Credits: 4*

This course will explore the different components of the translation process from a multidimensional perspective: translation as a textual activity, translation as communication, and as a cognitive and learning processes. The main objective will be for students to develop their theoretical and practical understanding of the translation process through the analysis of translations, discussions of the main issues in the field, and extensive practice of translation of different types of texts between English and Spanish.

*Applies to requirement(s): Humanities; Language**E. Castro**Prereq: Two courses in Spanish at the 200-level above 212.***SPAN-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

## Statistics

### Overview and Contact Information

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.

### Contact Information

**Andrea Foulkes, Chair****Lindsay Woloszyn, Academic Department Coordinator**

415A Clapp Laboratory

413-538-2162

<https://www.mtholyoke.edu/acad/math>

## Faculty

**This area of study is administered by the Department of Mathematics and Statistics:**

Giuliana Davidoff, Robert L. Rooke Professor of Mathematics

Andrea Foulkes, Professor of Mathematics and Statistics

Janice Gifford, Professor of Statistics

Mark Peterson, Professor of Physics and Mathematics on the Alumnae Foundation

Margaret Robinson, Julia and Sarah Ann Adams Professor of Mathematics, Teaching Fall Only

Jessica Sidman, Professor of Mathematics on the John Stewart Kennedy Foundation

Dylan Shepardson, Associate Professor of Mathematics, On Leave 2018-2019

Timothy Chumley, Assistant Professor of Mathematics

Alanna Hoyer-Leitzel, Kennedy-Schelkunoff Assistant Professor of Mathematics

Evan Ray, Assistant Professor of Statistics

Peter Rosnick, Visiting Professor of Mathematics

Nathan Gray, Visiting Lecturer in Mathematics

Carrie Hosman, Visiting Lecturer in Statistics

Daniel Kelleher, Visiting Lecturer in Mathematics and Statistics

Jordan Tirrell, Visiting Lecturer in Mathematics and Statistics

Rebecca Tramel, Visiting Lecturer in Mathematics

Ashley Wheeler, Visiting Lecturer in Mathematics

## Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
As a prerequisite for MATH-203:		
MATH-101	Calculus I	
MATH-102	Calculus II	
MATH-203	Calculus III	4
MATH-211	Linear Algebra	4
As a prerequisite for STAT-242:		
STAT-140	Introduction to the Ideas and Applications of Statistics	
STAT-242	Intermediate Statistics	4
STAT-340	Applied Regression Methods	4
MATH-342	Probability	4
STAT-343	Mathematical Statistics	4
12 additional credits in mathematics or statistics at the 200-level or above <sup>1</sup>		12
Total Credits		36

<sup>1</sup> A 300-level course that contains substantial mathematical or statistical content in another discipline may be used to fulfill at most 4 credits toward the major with prior departmental approval.

## Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
At least one 200-level course in statistics		4
At least one 300-level course in statistics		4
Two additional courses in mathematics or statistics at the 200 level or above		8
Total Credits		16

### Additional Specifications

Substitutions are possible with the permission of the department. Students planning a minor in statistics should consult one of the statistics advisors.

With departmental permission, students who have already completed one 100-level exploration course may elect to enroll in a second exploration course at the 200-level so that it may be counted toward the minor.

## Course Advice

### Beginning the Study of Statistics

A natural way to begin if you have not studied statistics is with STAT-140, Introduction to the Ideas and Applications of Statistics.

A 200-level course in statistics is a good choice if you have taken an advanced placement statistics course or have taken the equivalent of a 100-level statistics course.

### 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 (MATH-101), Calculus II (MATH-102), Calculus III (MATH-203), Probability (MATH-342), and Mathematical Statistics (STAT-343), along with Macroeconomic Theory (ECON-211), Microeconomic Theory (ECON-212), and Economics of Corporate Finance (ECON-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 MATH-311 and especially MATH-301.

### Teaching certification

Students interested in pursuing certification for middle school or secondary school should major in mathematics rather than statistics. However, there is increasing emphasis on statistics in secondary school, and any of the applied courses would provide good preparation.

## Course Offerings

### STAT-140 Introduction to the Ideas and Applications of Statistics

*Fall and Spring. Credits: 4*

This course provides an overview of statistical methods, their conceptual underpinnings, and their use in various settings taken from current news, as well as from the physical, biological, and social sciences. Topics will include exploring distributions and relationships, planning for data production, sampling distributions, basic ideas of inference (confidence intervals and hypothesis tests), inference for distributions, and inference for relationships, including chi-square methods for two-way tables and regression.

*Applies to requirement(s): Math Sciences*

*A. Foulkes, D. Kelleher, S. Nunez, E. Ray, J. Tirrell*

*Advisory: 2 years of high school algebra*

### STAT-240 Elementary Data Analysis and Experimental Design

*Spring. Credits: 4*

A fundamental fact of science is that repeated measurements exhibit variability. The course presents ways to design experiments that will reveal systematic patterns while 'controlling' the effects of variability and methods for the statistical analysis of data from well-designed experiments. Topics include completely randomized, randomized complete block, Latin Square and factorial designs, and their analysis of variance. The course emphasizes applications, with examples drawn principally from biology, psychology, and medicine.

*Applies to requirement(s): Math Sciences*

*J. Gifford*

*Prereq: Any 100-level mathematics or statistics course.*

### STAT-241 Methods in Data Science

*Spring. Credits: 4*

This course introduces methods in data science, including exploring problems, developing and implementing possible data analytic solutions and interpreting findings. Statistical programming and computational reasoning are emphasized. Topics include data visualization, data manipulation, data analysis and presentation. Reproducible research methods are explored and case studies are emphasized.

*Applies to requirement(s): Math Sciences*

*A. Foulkes*

*Prereq: STAT-140 and MATH-101.*

**STAT-242 Intermediate Statistics***Fall and Spring. Credits: 4*

In this course, students will learn how to analyze data arising from a broad array of observational and experimental studies. Topics covered will include exploratory graphics, description techniques, the fitting and assessment of statistical models, hypothesis testing, and communication of results. Specific topics may include multiple regression, ANOVA, and non-linear regression. Statistical software will be used.

*Applies to requirement(s): Math Sciences**J. Gifford, C. Hosman, E. Ray**Prereq: STAT-140 or equivalent.***STAT-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.**Advisory: The permission of the department is required for independent work to count toward the major or minor.***STAT-340 Applied Regression Methods***Fall. Credits: 4*

This course includes methods for choosing, fitting, evaluating, and comparing statistical models; introduces statistical inference; and analyzes data sets taken from research projects in the natural, physical, and social sciences.

*Applies to requirement(s): Math Sciences**E. Ray**Prereq: MATH-211 and STAT-242.***STAT-343 Mathematical Statistics***Spring. Credits: 4*

This course is an introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include probability, random variables, special distributions, introduction to estimation of parameters, and hypothesis testing.

*Applies to requirement(s): Math Sciences**E. Ray**Prereq: MATH-102 and MATH-342.***STAT-344 Seminar in Statistics and Scientific Research****STAT-344SM Seminar in Statistics and Scientific Research: 'Survey Sampling'***Spring. Credits: 4*

In this course, students will explore statistical techniques for designing and analyzing complex survey designs. Sample surveys are used to obtain data on demography, health, and development; to measure attitudes and beliefs; to estimate natural resources; to evaluate the impact of social programs; along with many other uses. The proper design and analysis of these surveys is crucial to their utility. We will cover topics including survey design, ratio estimation, regression estimation, poststratification, imputation, and survey error. We will also make frequent use of real (and often messy) survey data through assignments and projects. Background should include hypothesis testing, regression modeling, and estimation.

*Applies to requirement(s): Math Sciences**C. Hosman**Prereq: STAT-340.***STAT-344SP Seminar in Statistics and Scientific Research: 'Stochastic Processes'***Spring. Credits: 4*

A stochastic process is a collection of random variables. For example, the daily prices of a particular stock are a stochastic process. Topics of this course will include Markov chains, queueing theory, the Poisson process, and Brownian motion. In addition to theory, the course will investigate applications of stochastic processes, including models of call centers and models of stock prices. Simulations of stochastic processes will also be used to compare with the theory.

*Crosslisted as: MATH-339SP**Applies to requirement(s): Math Sciences**T. Chumley**Prereq: MATH-211 and MATH-342.***STAT-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.**Advisory: The permission of the department is required for independent work to count toward the major or minor.*

## Sustainability Studies

### Overview and Contact Information

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.

### See Also

- Environmental Studies (p. 169)
- Nexus in Development Studies (p. 139)

### Contact Information

**Timothy Farnham, Associate Professor of Environmental Studies**[www.fivecolleges.edu/sustain](http://www.fivecolleges.edu/sustain) (<http://www.fivecolleges.edu/sustain>)

## Requirements for the Certificate

A minimum of seven courses:

Code	Title	Credits
Three core courses, one from each of the following areas:		3
Environmental Sustainability		
Sustainable Economy and Politics		
Sustainable Society and Culture		
A minimum of three courses in one of the following five concentration areas: <sup>1</sup>		3
Agriculture and Food Systems		
Energy Systems, Climate, and Water		
Green Infrastructure, Design, and Technology		
Politics and Policy		

Culture, History, and Representation	
Another one course from a different concentration area	1
<b>Total Courses</b>	<b>7</b>

<sup>1</sup> 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.)

Other Requirements

- Program plan. 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.
- Experiential Component. Students must 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 must 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.

Additional Specifications

- At least five of the required courses must be above the introductory level, and two of those courses must be at the advanced level.
- A list of current courses typically applicable to the certificate is available on the certificate p (<https://www.fivecolleges.edu/sustain/courses>)rogram’s website (<https://www.fivecolleges.edu/sustain/courses>).

Theatre Arts

Overview and Contact Information

The Mount Holyoke Department of Theatre Arts brings together artists, scholars and practitioners in a flexible curriculum designed to:

- provide a strong liberal arts foundation, preparing students for advanced study and professional work in theatre and performance
- train students to think critically and globally and to collaborate with others in a diverse environment
- foster creativity through intensive study and practice and instill leadership skills as students take on key roles in acting, directing, design, technical theatre and stage management
- cultivate and engage an audience as writers, performers, designers and directors.

In addition to the general major in theatre arts, the department offers three areas of specialization -- acting/directing, design/technical theatre, and theatre histories and theory -- facilitating the choice of path best suited to student interest and career goals. The department encourages interdisciplinary work, linking the study of and work in performance to other fields ranging from English through Psychology and Education, to Dance, Anthropology, Film Studies, Music, and Gender Studies,

among others. Theatre Arts students enjoy the advantage of Five College department offerings and productions, an expansive range of opportunities in coursework and practical experience.

Contact Information

**Sally Sutherland, Chair, Theatre Arts Steering Committee**  
**Barbara Bunyan, Business Manager, Academic Department Coordinator**

Alice Withington Rooke Theatre  
413-538-2834  
<https://www.mtholyoke.edu/acad/theatre>

Faculty

**This area of study is administered by the Department of Theatre Arts Steering Committee:**  
Vanessa James Sanders, Professor of Theatre Arts

Sally Sutherland, Senior Lecturer in English

**Additional Theatre Arts Faculty and Staff:**  
Noah Tuleja, Lecturer in Theatre Arts; Director of the Rooke Theatre

Heidi Holder, Visiting Lecturer in Theatre Arts

Elaine Bergeron, Costumer

Lara Dubin, Lighting Technician

Shawn Hill, Technical Director

Requirements for the Major

A minimum of 38 credits:

Code	Title	Credits
THEAT-100	Introduction to Theatre	4
THEAT-105	Acting I	4
THEAT-122	Scene Design I	4
or THEAT-124	Costume Design I	
or THEAT-127	Intro to Lighting and Sound Design	
or THEAT-180	Introduction to Technical Theatre	
or THEAT-120C	Topics in Design: 'Costume Construction'	
THEAT-251	Histories of Performance I	4
THEAT-252	Histories of Performance II	4
THEAT-299	Career Preparation Seminar <sup>1</sup>	2
THEAT-350	Seminar	4
Three additional 4-credit courses, above the 100 level, in an Area of Concentration chosen by the student <sup>2</sup>		12
In completing all of the above, at least 12 credits must be completed at the 300 level		
Total Credits		38

<sup>1</sup> This course is normally taken during Junior year  
<sup>2</sup> More details about the available concentrations or their alternative are listed under "Additional Specifications" below

Additional Requirements

- Production Card. All Theatre Arts majors must complete a Production Card.



## Additional Specifications

- For all majors, a minimum of 24 credits must be taken through regular 4-credit courses within the department.
- For all majors, a maximum of 8 practicum or independent study credits may be applied to the major if approved by the department.
- The Concentration. Theatre Arts majors may choose one of the three areas of concentration listed below and complete at least 12 credits above the 100 level, per the specifications for that area of concentration. If a student chooses not to focus on one of the listed concentrations, they must additionally complete at least one course in dramatic literature and two additional 4-credit courses above the 100-level approved by the department.

### Concentration 1: Acting/Directing

- THEAT-205 or THEAT-215
- THEAT-285
- THEAT-282 (or THEAT-282 at the 300-level) or serving as director or an assistant director for at least one department production

Note: all students in the Acting/Directing concentration must audition for all department productions unless already contracted to direct, assistant-direct, or stage manage, or unless they are studying abroad.

### Concentration 2: Design/Technical Theatre

- THEAT-222 or THEAT-224 or THEAT-227
- THEAT-220
- THEAT-282 (or THEAT-282 at the 300-level), at the discretion of the instructor

Note: all students in the Design/Technical Theatre concentration must design or serve as an assistant designer in a department production.

### Concentration 3: Theatre Histories and Theory

- THEAT-234
- Two courses in dramatic literature above the 100-level

## Requirements for the Minor

A minimum of 20 credits:

Code	Title	Credits
THEAT-100	Introduction to Theatre	4
At least one course at the 300 level		4
An additional 12 credits at the 200 or 300 level		12
Total Credits		20

## Additional Specifications

- A minimum of 12 credits must be taken through regular 4-credit courses within the department
- A maximum of 4 practicum or independent study credits, if approved by the department

## 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. Further information about the minor in education (p. 324) and the Teacher

Licensure program (p. 324) is available in other sections of the catalog, or consult 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 Psychology and Education.

Additional information about the Licensure Program, including application materials, can be found on the Teacher Licensure Program website (<https://www.mtholyoke.edu/acad/teach>).

## Course Advice

### Lab/Crew Requirements

**Lab:** Some courses may require a student's participation in a preparation or a running crew on a major production on one of the five campuses. One such crew will satisfy a student's lab requirement for courses taken in a single semester.

**Prep Crews** in costume, lighting, and scenic preparation require up to 24 hours of outside classroom work for the semester. Every crew is different and every production is different from every other show, so time commitments may vary from semester to semester. Arrangements must be made at the beginning of the semester with the crew head. Lighting prep may have some day, evening and/or weekend work.

**Running Crews** vary from production to production, but generally will begin the day before Tech Rehearsal (usually the Thursday before the show opens) and continue w/technical, dress rehearsals, and all performances through closing performance.

**Students taking THEAT-100 Intro to Theatre** are required to sign up to assist with "Front of House" duties working with the House Manager(s) for one or two evenings per production, or assisting with poster/flyer distribution.

**Volunteering** allows a student doing a running crew to receive one (1) credit — completed as a 200-level independent study with the appropriate staff person (costumes, lighting, sets). Prep crews do not qualify for credit — the hours to complete the crew are too few compared to a running crew. Students fulfilling a running crew as part of a class requirement are not eligible for an extra credit.

Failure to fulfill a crew will result in a significant reduction in your grade.

### Department Productions and Practicum Credit

Practicum credit may be awarded for participation in department productions: 1, 2, or 4 credits at the 200 or 300 level at the discretion of the instructor. Department productions are the practical application of a student's classroom experience, and encompass intensive teaching and learning. They require a substantial investment of time by both students and their instructors, which is usually the equivalent of a 4-credit course at the 200 or 300 level. Practicums are not limited to theatre majors and minors. If a student acts in, directs, serves as an assistant director, designs, serves as assistant designer, stage manages, serves as assistant stage manager, or serves on a run crew on a department production, they will receive a grade and credit through a practicum at the appropriate level agreed to by the practicum instructor.

### Practicum for Actors

Auditions for department productions are open to all Mount Holyoke and Five College students. All selected students may be enrolled in the

practicum. The practicum for actors is THEAT-282, which may also be taken at the 300 level with the department's consent.

### **Practicum for Directors and Assistant Directors**

Majors and minors concentrating in directing may be invited to be a director on a department production. They must have taken at least one approved directing course and served as assistant director for a previous approved production. Assistant directors can apply to – or be invited by – the director of a production to act as an assistant. The practicum for directors and assistant directors is THEAT-282, which may also be taken at the 300 level with the department's consent.

### **Practicums for Set, Costume, Lighting and Sound Designers**

Majors and minors concentrating in design may be invited to be a designer on a department production. They must have taken the design course in their field (see prerequisites below) and have served as assistant designer for a department production. Assistant designers can apply to, or be invited by, the designer of a production to act as an assistant and must be approved by the department. The practicum for designers is THEAT-262CS, THEAT-262LS, or THEAT-262SC as appropriate. Prerequisites are:

- For set designers: THEAT-122, THEAT-227, or any THEAT-220, Assistant Designer on an approved production.
- For costume designers: THEAT-120CC or THEAT-124, Assistant Designer on an approved production.
- For lighting designers: THEAT-126, Light Board Operator for a Department production, Assistant Lighting Designer on a Department production.
- For sound designers: THEAT-128, Sound Board Operator for a Department production, Assistant Sound Designer on a Department production.

### **Practicums for Stage Managers and Assistant Stage Managers**

Stage managers and assistant stage managers may apply to and are selected by the department. THEAT-282 is the practicum for stage managers.

## **Independent Work**

### **Independent Study**

Independent studies may be taken with the consent of an instructor and the approval of the department. Please note that only 8 credits of practicums and/or independent study can be counted toward the major and must be approved by the department. Proposals for independent study must be presented in written form and must not duplicate a course in the department's curriculum.

### **Senior Thesis Requirements and Procedures**

Students wishing to write a senior 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 their interest with the department chair who will assist in choosing an advisor who, in turn, will work closely with them throughout the process. Two additional readers should be included on the student's committee.

By March of the junior year, the student should submit a proposal to the chair of the department that includes the following:

- A brief explanation of why they want to pursue a 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.

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 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 April 1, and are based on the student's demonstrated abilities, the feasibility of the particular topic, and the availability of faculty resources.

### **Senior Project**

Students wishing to do a senior project must demonstrate advanced skills in the field of the proposed project (i.e., directing, playwriting, performance) 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. Immediately following spring break of their junior year, students should submit a proposal to the department chair that includes the following:

- a brief explanation of the reasons for the 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 the department understand the 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.

## Course Offerings

### **THEAT-100 Introduction to Theatre**

*Fall. Credits: 4*

Taught by Department of Theatre Arts faculty and staff, this course offers the student a study and practice of theatre as a collaborative art. Course includes the analysis of the dramatic text in terms of the actor; the director; the scenic, costume, lighting, and sound designers; and technicians. Close analytical readings of play texts and critical/theoretical essays will be supplemented by attending theatre productions both on and off campus and by staging students' own theatrical projects.

*Applies to requirement(s): Humanities*

*H. Holder*

*Notes: requirement for the Theatre major*

### **THEAT-105 Acting I**

*Fall and Spring. Credits: 4*

This course will focus on basic Stanislavski techniques: concentration, imagination, relaxation, objective/action, and beats/scene analysis. Each student will apply these concepts to one open scene, one monologue and one realistic contemporary scene.

*Applies to requirement(s): Humanities*

*N. Tuleja, The department*

### **THEAT-120 Topics in Design**

#### **THEAT-120CC Topics in Design: 'Costume Construction'**

*Spring. Credits: 4*

This course takes students through the theatrical process of creating clothing and accessories for the stage. Topics covered are hand sewing techniques, fabric identification and use, and clothing alterations.

The course will explore basic pattern drafting and draping, and some accessory construction. Students will work from costume renderings to build and alter clothing for Rooke Theatre productions.

*Applies to requirement(s): Humanities*

*E. Bergeron*

*Notes: lab; materials fee \$50*

#### **THEAT-122 Scene Design I**

*Fall. Credits: 4*

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.

*Crosslisted as: ARTST-137SC*

*Applies to requirement(s): Humanities*

*V. James*

*Notes: lab; \$50 materials fee. Theatre tickets and any design supplies are the responsibility of the student.*

### **THEAT-124 Costume Design I**

*Fall. Credits: 4*

An introduction to the art and work of the costume designer in the performing arts. Students will learn how a designer approaches a script, how the designer's work impacts a production, and what methods are used in the execution of the design process. Students will learn how to develop their own visual imaginations and how to create visual concepts through discussions and renderings.

*Crosslisted as: ARTST-137CD*

*Applies to requirement(s): Humanities*

*V. James*

*Advisory: No previous experience in theatre, performance, or the visual arts is required.*

*Notes: lab; \$50 materials fee. Theatre tickets and any design supplies are the responsibility of the student.*

### **THEAT-126 Lighting Design I**

*Not Scheduled for This Year. Credits: 4*

An introduction to the art and practice of lighting design for the theatre.

This course will cover the basics of light, lighting equipment and how to develop a design for a theatrical production. Students will have the opportunity to use the Black Box Light Lab to create their own lighting designs from selected scenes of plays and musicals and learn the basics of programming a computerized lighting board. Students enrolled in this class will automatically be signed up for the Theatre Arts Department Light Prep Crew for the semester, where students learn to hang and focus lights on the Rooke Stage for the department's mainstage productions.

*Applies to requirement(s): Humanities*

*L. Dubin*

### **THEAT-127 Intro to Lighting and Sound Design**

*Spring. Credits: 4*

An introduction to the art and practice of lighting and sound design for the theatre. This course will cover the basic tools and techniques of designing light and sound and provide an understanding of the designer's role in the collaborative process of producing a show. Students will have the opportunity to create their own lighting and sound designs in the Black Box classroom and present them to the class. In addition to class time students are required to complete 24 hours of light prep crew – this is an extension of the class where students will learn how to hang and focus lights, read a light plot, and work as a lighting team on the Theatre Department main stage productions.

*Applies to requirement(s): Humanities*

*L. Dubin*

*Notes: lab*

### **THEAT-180 Introduction to Technical Theatre**

*Spring. Credits: 4*

This course will examine the materials and techniques used in building and operating theatrical scenery. It will include prop building, rigging, and welding for the theatre. Students will learn the skills to work in the scene shop interpreting scenic designs for department productions.

*Applies to requirement(s): Humanities*

*S. Hill*

*Notes: lab; \$50 materials fee. Theatre tickets and any design supplies are the responsibility of the student*

**THEAT-205 Acting II***Spring. Credits: 4*

A continuation of techniques developed in Acting I. Concentration is on scene work with 'classic' and contemporary realist playwrights, i.e., Chekhov, Ibsen, Williams, Churchill, Kane, etc. Students will perform at least four scenes using the Stanislavski method as their base. Practical tools explored in class are intended to offer the student greater vocal, physical, and imaginative freedom and clarity, as well as text analysis skills.

*Applies to requirement(s): Humanities**N. Tuleja, The department**Prereq: THEAT-105.***THEAT-215 Topics in Performance**

This course offers a specific approach to performing. Topics include mask characterization, physical theatre techniques, acting Shakespeare, and vocal training, among others.

**THEAT-215CM Topics in Performance: 'Physical Theatre/Stage Combat'***Spring. Credits: 4*

An exploration of character and theatrical creation, using physical language as the main creative force. Classes will focus on basic centering, kinesthetic awareness and ensemble building, as well as stage combat techniques, both armed and unarmed. Work will be based on Suzuki, Zarilli and the philosophy of Yoshi Oida, among others.

*Applies to requirement(s): Humanities**N. Tuleja**Prereq: THEAT-105.***THEAT-215CV Topics in Performance: 'Choreography of Violence'***Not Scheduled for This Year. Credits: 4*

Through a series of readings, classroom exercises, and performances this course will focus on giving students a strong foundation in stage combat techniques, including basic martial training, unarmed combat, knife work, and sword and dagger work. Students will then use this foundation to choreograph a series of scenes, while incorporating special effects meant to heighten the violence of the scenes. Special effect techniques explored may include, blood work, scarring, burns, etc. Students must be comfortable analyzing scenes of violence from contemporary film and stage and be prepared to work in a highly physical setting.

*Applies to requirement(s): Humanities**N. Tuleja**Notes: materials fee \$25***THEAT-215MP Topics in Performance: 'Movement for the Performer'***Not Scheduled for This Year. Credits: 4*

This course introduces students to a range of physical techniques for creative expression in performance. Through a series of classroom exercises, readings and performances, students develop a process for reducing habitual tensions, enabling them to find maximum effect with minimum effort, connect their movement to imagery and text and increase the strength, flexibility and dynamic qualities of their physical expression. Techniques are drawn from a wide variety of movement pedagogies including, but not limited to, Zarilli, Feldenkrais, Oida and Pisk. This course will require outside rehearsals for class performances as well as one research project on a major movement practitioner.

*Applies to requirement(s): Humanities**The department**Prereq: THEAT-105.***THEAT-215VP Topics in Performance: 'Voice for Performance'***Not Scheduled for This Year. Credits: 4*

Fundamental voice technique course intended to develop the actor's breath, tone, range, and the muscles of the articulators. Through an integrated approach of voice and movement, students will explore their habits and find balance among the body, voice, diction, intention, and thought. Vocal techniques employed include those of Patsy Rodenburg, Cicely Berry, Kristin Linklater, and Catherine Fitzmaurice. Vocal practice, which includes speaking poetry and dramatic texts, will provide the basis for developing a free, open and supported voice.

*Applies to requirement(s): Humanities**The department**Prereq: THEAT-105.***THEAT-220 Topics in Design**

Various topics in theatrical design, or in related design fields, including theory, practice, and history. Subjects may include opera performance and design, costume crafts, and materials and techniques, among others.

**THEAT-220BC Topics in Design: 'Costume Crafts: Costumes Beyond Clothing'***Not Scheduled for This Year. Credits: 4*

Designed to explore the art of costume crafts vs. costume clothing, this course teaches students how to create dimensional objects through the use of flat patterning. Students explore how craft work utilizes ways in which sculpture, painting, color theory, sewing, pattern drafting, costume research and theory all come together. Millinery, armor, masks, fabric painting and dyeing, as well as body sculpting will be covered.

*Applies to requirement(s): Humanities**E. Bergeron**Advisory: Hand and machine sewing helpful.**Notes: materials fee \$50.***THEAT-220CH Topics in Design: 'Costume History for the Costume Designer'***Spring. Credits: 4*

Research-driven weekly discussions on the history of Western clothing as it intersects with social, political and technological changes, and drawing sessions using the Mount Holyoke Antique Clothing Collection. Course covers clothing circa 1100-2016.

*Applies to requirement(s): Humanities**V. James***THEAT-220DN Topics in Design: 'The Domestic Interior'***Not Scheduled for This Year. Credits: 4*

A visual history of domestic life, cultural and social intercourse related to dramatic literature and film. Students will learn how to identify the place and the period of domestic interiors through style, form, and pattern. They will study the impact of social, economic and family organizations on living spaces and their use. Topics discussed will include classical revivals, the China trade, the industrial revolution, European country houses, American colonial farms, and living with modern technology. Students will be required to prepare papers with visual presentations. The course will include site visits to houses and museums.

*Applies to requirement(s): Humanities**V. James*



**THEAT-222 Scene Design II**

*Not Scheduled for This Year. Credits: 4*

Students will study and compare the work of significant designers, and use this research to inspire and inform the growth of their own work. They will familiarize themselves with the best contemporary practices through reading current articles, reviews and critiques. They will develop a design project for inclusion in a portfolio and will gain a working knowledge of Photoshop, InDesign, and Vectorworks. They will assist design for the department's spring musical *Cabaret*. There will be an intensive weekend field trip to New York City and students will exhibit and present their semester's work in the final class.

*Applies to requirement(s): Humanities*

*V. James*

*Prereq: THEAT-100 and THEAT-122.*

*Notes: materials fee \$50. Any additional design supplies and materials are the responsibility of the student.*

**THEAT-224 Costume Design II**

*Not Scheduled for This Year. Credits: 4*

Through practical and studio work, students will refine their creative process to industry standards. Course covers text and character analysis, drawing, painting and the designer's responsibility.

*Applies to requirement(s): Humanities*

*The department*

*Prereq: THEAT-124.*

*Notes: Lab fee for materials \$50.*

**THEAT-227 Lighting and Sound Design II**

*Not Scheduled for This Year. Credits: 4*

Taking basic lighting and sound design skills to the next level, this course will provide a more in-depth study of the skills needed to design lighting and sound for the theatre. Students will have the opportunity to focus on their main area of interest - lighting or sound - or continue study in both subjects. In addition to individual design projects presented in the Black Box classroom, there will be active participation in the light and sound designs of the department productions, along with possible student productions.

*Applies to requirement(s): Humanities*

*L. Dubin*

*Prereq: THEAT-126 or THEAT-127.*

**THEAT-234 Topics in Theatre Studies****THEAT-234CW Topics in Theatre Studies: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'**

*Fall. Credits: 4*

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 *Romance of the Western Bower*, *Peony Pavilion*, and *Butterfly Lovers*. Students will also learn the basics of traditional Chinese opera.

*Crosslisted as: ASIAN-215, GNDST-204CW*

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

*Y. Wang*

*Notes: Taught in English*

**THEAT-234DA Topics in Theatre Studies: 'Danger, Rules and Riots: Theatre and Performance Theory, Criticism, and Controversies'**

*Not Scheduled for This Year. Credits: 4*

What and whom is theatre for? How might viewing a performance be dangerous? What rules govern theatre, and who makes them? Who should play what role? In this course we analyze major theoretical and performance texts, explore censorship, and investigate theatrical controversies. Readings (supplemented by video materials) to include both theory and drama, with a particular focus on disputes over what can be said and seen and on the politics of representation. Case studies include the judgment against Corneille's "Le Cid", the "Playboy riots" at Dublin's Abbey Theatre, disputes over race and gender in casting, and the vexed matter of selecting works for high school and college performance.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*H. Holder*

**THEAT-234SP Topics in Theatre Studies: 'Shakespeare in Performance: Case Studies in Stage Production History'**

*Not Scheduled for This Year. Credits: 4*

To what purpose(s) have Shakespeare's plays been staged, and how has staging practice changed and developed? Our focus will be broad, covering such matters as acting, directing, design, history/criticism/dramaturgy. Units will include period/modern-dress Shakespeare, anti-realist staging, changing acting styles, "historically accurate" productions, "global Shakespeare," topical/political productions, and gender/race in casting. Several Key plays will form the core: *Midsummer Night's Dream*, *Macbeth*, *Hamlet*, and *The Winter's Tale*. The course will involve some attendance at live performance (likely a group trip to New York).

*Crosslisted as: ENGL-234SP*

*Applies to requirement(s): Humanities*

*H. Holder*

*Notes: Theatre tickets and food are the responsibility of the student. Cost of travel arrangements to New York is undetermined at this time.*

**THEAT-251 Histories of Performance I**

*Fall. Credits: 4*

A survey of world performance history, including: the evolution of human language and consciousness; the rise of oral, ritual, and shamanic performance; religious and civic festivals; and imperial theatre practices that position the stage at the dangerous intersection of religious worship, public taste, royal patronage, and government censure. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force in various societies. We explore not only how performances were created—in terms of design, dramaturgy, architecture, and acting—but also for whom, and why.

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

*H. Holder*

**THEAT-252 Histories of Performance II***Spring. Credits: 4*

A historical survey of dramatic texts and world performance traditions from the seventeenth to the twentieth centuries, with attention given to: the influence of print culture on early modern theatrical movements; the rise of nationalism and the creation of dramatic genres; and the effects of industry and technology on experimental modernist forms. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force. As such, we explore not only how performances are created—in terms of design, dramaturgy, architecture, and acting—but for whom, and why.

*Applies to requirement(s): Humanities; Multicultural Perspectives**H. Holder***THEAT-262 Theatre Practicum****THEAT-262CS Theatre Practicum: 'Costumes'***Fall and Spring. Credits: 1*

The practicum covers crew for hair and makeup or wardrobe on a production. The student fulfilling a run crew must be present for all technical rehearsals and performances plus a training session scheduled before the start of tech. No previous experience is necessary for any of these positions; training will be provided as part of the practicum.

*Applies to requirement(s): Meets No Distribution Requirement**E. Bergeron**Instructor permission required.**Notes: Repeatable. Contact Elaine Bergeron (Costume Shop Manager) for specific dates and times.***THEAT-262LS Theatre Practicum: 'Lighting and Sound'***Fall and Spring. Credits: 1*

This course is for students interested in the production crew positions listed below. No previous experience is necessary for any of these positions; training will be provided as part of the practicum. The student will need to be present for all technical rehearsals and performances and a training session scheduled before the start of tech. *Light Board Operator:* Program and run the light control board under the guidance of the Lighting Designer and Stage Manager. *Sound Board Operator:* Program and run the sound board and sound computer under the guidance of the Sound Designer and Stage Manager. *Follow Spot Operator:* Operate a follow spot under the guidance of the Lighting Designer and Stage Manager. Must be comfortable with heights. *Projection Operator:* Program and run the projection equipment and computer under the guidance of the Projection Designer and Stage Manager.

*Applies to requirement(s): Meets No Distribution Requirement**L. Dubin**Instructor permission required.**Notes: Repeatable. Contact Lara Dubin (Lighting Sound Supervisor) for the specific dates and times.***THEAT-262SC Theatre Practicum: 'Scenic Run Crew'***Fall and Spring. Credits: 1*

This course is for students interested in working on Scenic Run Crew. No previous experience is required for this position; training will be provided as part of the practicum. Students will need to be present at all technical rehearsals and performances and will need to help with the strike of the set for the final performances.

*Applies to requirement(s): Meets No Distribution Requirement**S. Hill**Instructor permission required.**Notes: Repeatable. Contact Shawn Hill (Technical Director) for specific dates and times.***THEAT-280 Stage Management***Spring. Credits: 4*

This course is designed to provide students with an overview of what a stage manager does and why a stage manager is integral to any theatrical production. Students will understand the technical and artistic skills required of a stage manager, and will examine a dramatic text from a stage manager's perspective. Through group activities and in-class projects, students will use the text to execute stage management duties during the pre-production, rehearsal, and performance process. This will include creating paperwork, taping out a ground plan, notating blocking, prompting, running a tech rehearsal, creating a prompt book, and calling cues.

*Applies to requirement(s): Humanities**L. Gomez**Prereq: THEAT-100.**Notes: Theatre tickets, supplies, and materials are the responsibility of the student.***THEAT-281 Shakespeare***Fall and Spring. Credits: 4*

A study of some of Shakespeare's plays emphasizing the poetic and dramatic aspects of his art, with attention to the historical context and close, careful reading of the language. Eight or nine plays.

*Crosslisted as: ENGL-211**Applies to requirement(s): Humanities**A. Rodgers, S. Roychoudhury**Restrictions: Course limited to sophomores, juniors and seniors***THEAT-282 Theatre Practicum***Fall and Spring. Credits: 1 - 4**Fall 2018 Productions:*

THEAT-282-01: "Trifles"

THEAT-282-02: "House of Bernarda Alba"

*Spring 2019 Productions:*

THEAT-282-01: "The Importance of Being Earnest"

THEAT-282-02: "When We Were Young and Unafraid"

This course is open to any student cast in a mainstage production or serving as a stage manager, assistant stage manager, or assistant director. The student is expected to attend all rehearsals and performances under the supervision of the director. Rehearsals include table reads, blocking and staging, scene work, run-throughs, dress rehearsals, technical rehearsals, invited dress, which culminates in performances for the public. Outside work includes line memorization, character work, and scene preparation. Total contact hours range anywhere from 75-125 over the course of the production

*Applies to requirement(s): Meets No Distribution Requirement**N. Tuleja, The department**Instructor permission required.**Advisory: by audition or interview only**Notes: Repeatable for credit. Meets Humanities requirement if taken for 4 credits.*

**THEAT-283 Playwriting***Spring. Credits: 4*

This course offers practice in the fundamentals of dramatic structure and technique. Weekly reading assignments will examine the unique nature of writing for the theatre, nuts and bolts of format, tools of the craft, and the playwright's process from formulating a dramatic idea to rewriting. Weekly writing assignments will include scene work, adaptation, and journaling. The course will culminate in a significant writing project. Each class meeting will incorporate reading student work aloud with feedback from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content.

*Crosslisted as: ENGL-205**Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**E. Sanders**Prereq: One course in Theatre Arts or a creative writing English course.**Notes: Cannot be taken at the 300 level.***THEAT-285 Directing I***Spring. Credits: 4*

This course is designed to be an introduction to the fundamental theories and principles of directing for the stage. Visual theory, text analysis, collaborative techniques, and organizational strategies are examined and applied in class exercises, including the direction of a major scene. Each student will be required to cast, rehearse, and present to the public a fully realized scene by the end of term. Directing is a complicated activity that requires you to do and be many things, and this course will help you lay the foundation to discovering your own process.

*Applies to requirement(s): Humanities**N. Tuleja**Prereq: THEAT-100 or THEAT-105.***THEAT-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***THEAT-299 Career Preparation Seminar***Fall. Credits: 2*

This class offers junior and senior majors training and guidance in various forms of graduate- and professional-level presentation, including preparation of/for portfolios, application letters and statements, interviews, auditions, talks, writing samples, and the effective use of digital tools. Designed to facilitate a successful transition to professional work in theatre or to advanced study, the course is structured in part according to the needs of the majors who enroll. Required group meetings will be balanced by individual work with faculty in the student's area of specialization. All students will make formal presentations of work at the end of term.

*Applies to requirement(s): Meets No Distribution Requirement**H. Holder**Restrictions: This course is open to juniors and seniors; This course is limited to Theatre Arts majors only.***THEAT-305 Acting III: Styles***Not Scheduled for This Year. Credits: 4*

This performance-intensive course will focus on classic comedic styles, ranging from the Greek, to Shakespeare, to Oscar Wilde. Through a series of classroom explorations, students will learn how to craft a believable character, using the gesture, vocal, and physical language of certain comedic styles including: chorus work, soliloquies, and period-style movement. Each student will present at least one monologue and two fully realized scenes.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**N. Tuleja**Prereq: THEAT-105 plus 4 credits in a related subject.***THEAT-315 Topics in Performance**

Topics courses offer a specific approach to performing. They may include mask characterization, physical theatre techniques, acting Shakespeare, and vocal training, among others.

**THEAT-315AS Topics in Performance: 'Advanced Performance Studio'***Not Scheduled for This Year. Credits: 4*

This course is designed for students with a strong grasp of acting, directing, or both. Any student interested in acting will be expected to perform weekly, drawing on styles ranging from Classical Greek to Experimental, including both scene work and audition pieces. Directing students will have the chance to work in a similar variety of styles, starting with a few short scenes and concluding with a major project between 45-60 minutes in length. Those students interested in both areas will have the chance to pursue both areas.

*Applies to requirement(s): Humanities**N. Tuleja**Instructor permission required.**Prereq: At least 8 credits above the 200 level in theatre performance and/or directing.***THEAT-320 Topics in Design**

Various topics in theatrical design, or in related design fields, including theory, practice, and history. Subjects may include opera performance and design, costume crafts, and materials and techniques, among others.

**THEAT-320CD Topics in Design: 'Advanced Costume Design'***Not Scheduled for This Year. Credits: 4*

A semester intensive course exploring the art and work of the costume designer in the performing arts. Students will expand on the process 'from page to stage,' including but not limited to period research, rendering techniques, production documentation, and the process of translating a design in the third dimension. Major stylistic developments in 20th Century costume will be explored. Students will generate a professional level costume design for an entire musical or opera.

*Applies to requirement(s): Humanities**The department**Advisory: A College level costume design course***THEAT-334 Topics in Theatre Studies**

Various topics in theatre studies including particular theatrical periods and genres. Topics may include melodrama, post-colonial theatre, early 20th century avant-garde movements, feminist theatre, etc. These courses include historical and theoretical approaches and could involve interdisciplinary collaboration.

**THEAT-350 Seminar****THEAT-350AT Seminar: 'African Theatre'***Spring. Credits: 4*

This course introduces the oral traditions, important playwrights, and aesthetic innovations in postcolonial literary theatre in some African societies. The oral theatre traditions of Africa are an example of the innate human quest to perform and will eventually be the basis for understanding some of the innovations made in African literary theatre. We shall also focus on writings by African writers and writers of African descent who deal with the post-colonial conditions of Black Africa and the African Diaspora. This class is designed to serve as a window into the continent of Africa: its people, its ideas, triumphs, struggles, and the complex histories emerging from its vastness and diversity.

*Crosslisted as: AFCNA-341AT**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Ofori**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Theatre Arts or Africana Studies.***THEAT-350EN Seminar: 'En Garde, a Study of Stage and Screen Violence'***Fall. Credits: 4*

All Drama is Conflict. This course investigates how dramatic conflict is represented in theatre, television and film and examines its effect on the audience. Through a series of readings, class discussions, and viewings including, but not limited to, *Romeo & Juliet*, *The Duelists*, and *Fight Club*, students will attempt to answer the question: what is it about human nature that makes us fascinated by violence as a form of entertainment?

*Applies to requirement(s): Humanities**N. Tuleja**Prereq: 8 credits in Theatre Arts.***THEAT-350MJ Seminar: 'Marlowe, Jonson, Middleton'***Not Scheduled for This Year. Credits: 4*

A seminar on three major early modern dramatists—Christopher Marlowe, Ben Jonson, and Thomas Middleton—focusing on the range of genres, characters, conflicts, and aspirations explored in their plays. These playwrights, along with their contemporary Shakespeare, shaped the late sixteenth and early seventeenth century theatre into a site for performing authority and conquest, national and individual identity, trickery and carnival, desire and sexuality, and complex unfoldings of revenge. Readings of several plays by each of the three dramatists will be supplemented by recent studies of early modern theatricality.

*Crosslisted as: ENGL-317MJ**Applies to requirement(s): Humanities**S. Sutherland**Restrictions: This course is open to juniors and seniors**Prereq: ENGL-199 or ENGL-200 and ENGL-210 or ENGL-211.**Notes: meets English department pre-1700 requirement; meets English department seminar requirement***THEAT-350PD Seminar: 'Primate Dramas: Kinship, Evolution, Theatricality'***Not Scheduled for This Year. Credits: 4*

This seminar explores how intra-primate relations have been dramatized throughout the twentieth century, as species difference dis/entangled with racial, class, and ethnic identities. Each class will focus on one or more "primate dramas" (plays, films, stories, essays), which will be read alongside critical work from the interdisciplinary fields of gender, performance, and animal studies. The intertextuality of this material will be an important area of inquiry, as it suggests a narrative lineage evolving in response to scientific and cultural change. Familiarity with dramatic theory, feminist science studies, environmental studies, and/or film studies will be helpful.

*Crosslisted as: GNDST-333PD**Applies to requirement(s): Humanities**E. Rundle**Restrictions: This course is open to juniors and seniors**Prereq: One of the following: THEAT-251, THEAT-252, GNDST-101, GNDST-221, FLMST-201, ENVST-210.***THEAT-350TC Seminar: 'Stage Spectacle, Technology, and Special Effects'***Spring. Credits: 4*

We go to performances, in part, for the spectacle: for visions that thrill and compel us to look. This course will offer analysis of the different ways in which stage spectacle can work its magic. Consideration will be given to the use of the performer's body, deployment of stage violence, the appearance of animals, and the development of stage technologies. Certain plays will provide case studies, including Shakespeare's *Titus Andronicus* and *Midsummer Night's Dream*, Takeda Izumo et al.'s *Chushingura*, Dion Boucicault's *The Corsican Brothers*, and the National Theatre of Scotland's *Black Watch*. Some reading of theory, from Aristotle to Artaud, will assist us.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**H. Holder**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Theatre Arts including THEAT-251 or THEAT-252.***THEAT-350TD Seminar: 'Design for Theatre, Opera and Dance'***Not Scheduled for This Year. Credits: 4*

The purpose of this course is to study the histories of design for performance. The arts of designing for theatre, dance and opera will be studied in historical, sociological and political contexts, through illustrated lectures and class discussions. Students will make engaging and informative class presentations that will begin with substantive research and will lead to two written papers fully illustrated in PowerPoint or a similar program. There will be an opportunity to select a practical aspect of the design process and experiment with it.

*Applies to requirement(s): Humanities**V. James**Prereq: 8 credits in Theatre Arts.*



**THEAT-350WD Seminar: 'Women in Design'**

*Not Scheduled for This Year. Credits: 4*

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 Hadid, Irene Sharaff, Loie Fuller, Sonia 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.

*Applies to requirement(s): Humanities*

*V. James*

*Instructor permission required.*

*Prereq: 8 credits in Theatre Arts, English, Art History, Studio Art, or Dance.*

**THEAT-350WS Seminar: 'Women in Shakespeare'**

*Not Scheduled for This Year. Credits: 4*

This is a performance seminar focusing on the female characters in Shakespeare and using Tina Packer's (Founding Artistic Director of Shakespeare & Company) *Women of Will: Following the Feminine in Shakespeare's Plays* as the jumping-off point for exploration of Shakespeare's plays. In her book, Packer traces the evolution of Shakespeare's female characters, while examining his own growth as a writer from youthful misogynist, to lover, to unabashed feminist. This course will explore that journey, both through analysis and performance, and each student will be required to perform three to four scenes and monologues illuminating that idea.

*Applies to requirement(s): Humanities*

*N. Tuleja*

*Prereq: 8 credits in Theatre Arts.*

**THEAT-395 Independent Study**

*Fall and Spring. Credits: 1 - 8*

*The department*

*Instructor permission required.*

# PROFESSIONAL AND GRADUATE EDUCATION

## Overview and Contact Information

Professional and Graduate Education (PaGE) at Mount Holyoke College offers engaged learning communities and high-quality academic programs for adult learners. PaGE offerings include a portfolio of Master's degree programs, teacher licensure programs, institutes for educators, and professional development programming. All courses, workshops, seminars and institutes offered through Mount Holyoke's Professional and Graduate Education (PaGE) programs are coeducational.

### Contact Information

**Tiffany Espinosa, Executive Director**

**Amy Nichols, Admissions and Communications Coordinator**

**Janet Paquette, Senior Administrative Assistant for Mathematics Programs**

Merrill House

413-538-3748

<https://www.mtholyoke.edu/professional-graduate>

## PaGE Program Offerings

### Graduate Programs

PaGE offers three graduate degrees with a mix of on-campus, online and hybrid courses:

- Master of Arts in Teaching, Teacher Leadership (p. 368)
  - A 32-credit two-year program
  - With customized options for areas of focus such as independent schools, advocacy and policy, research, differentiated learning, global and intercultural education, or entrepreneurship in education.
- Master of Arts in Teaching, Mathematics (p. 377)
  - A 32-credit two-year program
- Master of Arts in Teaching (p. 381)
  - A 36-credit program which can be completed in a one- or two-year format
  - With a customized option for an Independent Schools focus
  - With Initial Teacher Licensure in over 30 areas including:
    - Biology (8-12)
    - Chemistry (8-12)
    - Dance (All)
    - Early Childhood (PreK-2)
    - Earth and Space Science (8-12)
    - Elementary (1-6)
    - English (5-12)
    - English as a Second Language (ESL)/English Language Learners (ELL) (PreK-6; 5-12)
    - Foreign Language (5-12)
    - General Science (5-8)
    - History (5-12)
    - Mathematics (5-8; 8-12)
    - Middle school: Humanities (5-8)

- Middle school: Mathematics/Science (5-8)
- Music: Vocal/Instrumental/General (All)
- Physics (8-12)
- Social Science (5-12)
- Teacher of Students with Moderate Disabilities (PreK-8; 5-12)
- Theatre (All)
- Visual Arts (PreK-8; 5-12)

## Professional Development: Graduate Institutes and Non-degree Courses

In addition to the degree programs, there is a range of other opportunities to learn through our graduate-level institutes and customized on-site professional development offered through our initial teacher licensure, teacher leadership and mathematics teaching programs:

- Additional Teacher Licensure (p. 397)
  - English as second language/English language learners (PreK-6, 5-12)
  - Special education/moderate disabilities (PreK-8, 5-12)
  - New level/subject area
- Mathematics Leadership Programs (<http://mathleadership.org/programs/summer-institutes>)
  - Developing Mathematical Ideas (DMI Institutes) (p. 399)
  - Math Coaching Institute (p. 399)
  - DMI Facilitation Institute (p. 399)
- Teacher Leadership Programs
  - Differentiated Instruction Institute (p. 397)
  - Digital Innovation and Media for Educators Institute (p. 398)
  - Equity, Advocacy, and Partnerships Institute (p. 398)
  - Facilitating Professional Learning Institute (p. 398)
  - Global and Intercultural Education Institute (p. 398)
  - Independent Schools Institute (p. 399)
  - Nonprofit Leadership and Entrepreneurship for Educators Institute (p. 400)
  - Research and Data Institute (p. 400)
  - TESOL Certificate for Educators (p. 400)

### Professional and Graduate Education is administered by:

Tiffany Espinosa (<https://www.mtholyoke.edu/people/tiffany-espinosa>), Executive Director

Gwen Bass (<https://www.mtholyoke.edu/people/gwen-bass>), Director, Teacher Leadership Programs

Sarah Bent (<https://www.mtholyoke.edu/people/sarah-bent>), Assistant Director, Mathematics Programs

Michael Flynn (<https://www.mtholyoke.edu/people/michael-flynn>), Program Director, Mathematics Programs

Ruth Hornsby (<https://www.mtholyoke.edu/people/horns22r>), Assistant Director, Teacher Licensure Programs

Roberto Mugnani (<https://www.mtholyoke.edu/professional-graduate/roberto-mugnani>), Program Director, New Program Development

Catherine Swift (<https://www.mtholyoke.edu/people/catherine-swift>), Director, Teacher Licensure Programs

**Faculty, professors of practice, and teacher-leaders-in-residence teaching in Professional and Graduate Education programs:**

Kathryn Accurso, M.A., University of Missouri

Joseph Agron, M.Ed., American International College

Megan Allen, Ed.D, Walden University

Analisa Leonor Balares, MBA, Harvard Business School

Gwendolyn Bass, Ed.D., University of Massachusetts Amherst

Virginia Bastable, Ed.D., University of Massachusetts

Sarah Bent, M.A.T., Mount Holyoke College

Kathy Boisvert, Ed.D., Teachers College, Columbia University

David Bosso, Ed.D., American International College

Heather Brown, M.A., University of Arizona

Sarah Brown Wessling, M.A., Iowa State University

Ruthann Buck, B.A., Smith College

Kelly Carriere, Ph.D., University of Massachusetts Amherst

Zachary Champagne, M.A., University of North Florida

Amy Chang M.Ed., University of Massachusetts Amherst

Tom Chang, M.Ed., University of Massachusetts Amherst

Stephanie Charbonnet, M.A.T., Mount Holyoke College

Jemelleh Coes, Ph.D., University of Georgia

Kate Coolidge-Bender, M.Ed., Springfield College

Susan Daniels, Professional Actor Training, Drama Studio London

Kim Evelti, Ed.M., Harvard Graduate School of Education

Michael Flynn, M.Ed., Lesley University

Rick Feldman, M.P.A., University of Massachusetts Amherst

Sarah Frenette, M.Ed., Smith College

Leora Fridman, M.F.A., University of Massachusetts Amherst

Earl Furfine, M.B.A., Northwestern University, Project Management Professional (PMP) Certification

Marta Garcia, M.A., Florida Atlantic University

Nancy Gardner, M.A., Florida State University

Nicole Gilbert Cote, M.S., University of Massachusetts Amherst; M.A. Mount Holyoke College

Holly Graham, Ed.D., University of Massachusetts Amherst

Renee Greenfield, Ph.D., Boston College

Amy Grillo, Ed.D., Harvard University

Jeffrey Guiel, J.D., Western New England College School of Law

James Hanson, M.A.T., Mount Holyoke College

Fadia Hasan, Ph.D., University of Massachusetts Amherst

Shauna Hedgepeth, M.S., University of Southern Mississippi

John Holland, Ph.D., Virginia Commonwealth University

Ruth Hornsby, M.A.T., Mount Holyoke College

Mary Keller, M.A.T., Mount Holyoke College

Patricia Kepler, M.Ed., George Mason University

Lauren Lamb, M.A.T Mount Holyoke College

Yi Law Chan, M.Ed., Bank Street College of Education

Eric Levine, M.Ed., Keene State College; M.S., Lesley University

Alicia Lopez, M.Ed., University of Massachusetts Amherst

Yan Ma, Ph.D., University of Wisconsin-Madison

Lisanne Manzi, M.Ed., Lesley University

Amy Martin, Ph.D., Columbia University

George Martin, Ph.D., Drexel University

Daniele Massey, Ed.D., Walden University

Lauren Mattone, M.Ed., University of Massachusetts

Bryan Meyer, M.Ed., High Tech High Graduate School of Education

Jennifer Moulton Proctor, M.S., Marlboro College Graduate School

Brent Nielsen, M.Ed., Westfield State College

Lyndsey Nunes, Ph.D., University of Massachusetts, Amherst

Allegra Osborne, M.A., University of Phoenix

Matteo Pangallo, Ph.D., University of Massachusetts Amherst

Mendal Diana Polish, M.F.A., Duke University

Polly Prewitt-Freilino, Ph.D., University of Oklahoma

Charlotte Jefferson Rich, M.A., Goucher College

Tom Schiele, M.A., Simmons College

Deborah, Schifter, Ph.D., University of Massachusetts

Karen Schweitzer, M.A.T., Mount Holyoke College

Mark Shea, Ph.D., Michigan State University

Tammy Sullivan-Daley, M.Ed., University of Massachusetts Amherst

Catherine Swift, M.Ed., Smith College

Janice Szymaszek, M.Ed., Smith College

Kaneka Turner, M.A.T., Mount Holyoke College; M.Ed., University of Phoenix

Elizabeth Van Cleef, M.S., Bank Street College of Education

Polly Wagner, M.Ed., Lesley College

Jennifer Walker, Ed.D, Walden University (NNSTOY Affiliate)

Nicole Michaud Wild, Ph.D., University at Albany, State University of New York

Michele Wucker, Master of International Affairs, Columbia University

## Graduate Areas of Study

### Master of Arts in Teaching, Teacher Leadership

The Master of Arts in Teacher Leadership (p. 368) is a Master of Arts in Teaching (M.A.T.) degree program with a customized option for an Independent Schools focus

### Master of Arts in Teaching, Mathematics

The Master of Arts in Mathematics Teaching (p. 377) is an M.A.T. degree program to strengthen skills and expertise of educators wishing to enhance their professional credentials to become teacher leaders in mathematics education.

### Master of Arts in Teaching

The Master of Arts in Teaching (p. 381) is an M.A.T. degree program with a customized option for an Independent Schools focus and with Initial Teacher Licensure in over 30 areas, including:

- Biology (8-12)
- Chemistry (8-12)
- Dance (All)
- Early Childhood (PreK-2)
- Earth and Space Science (8-12)
- Elementary (1-6)
- English (5-12)
- English as a Second Language (ESL)/English Language Learners (ELL) (PreK-6; 5-12)
- Foreign Language (5-12)
- General Science (5-8)
- History (5-12)
- Mathematics (5-8; 8-12)
- Middle school: Humanities (5-8)
- Middle school: Mathematics/Science (5-8)
- Music: Vocal/Instrumental/General (All)
- Physics (8-12)
- Social Science (5-12)
- Teacher of Students with Moderate Disabilities (PreK-8; 5-12)
- Theatre (All)
- Visual Arts (PreK-8; 5-12)

## Professional Development: Graduate Education Institutes and Non-degree Courses

In addition to our degree programs, there is a range of other opportunities to learn through our graduate-level institutes (p. 396) and customized on-site professional development offered through our initial teacher

licensure, teacher leadership and mathematics teaching programs in the following areas:

- Additional Teacher Licensure (p. 397)
  - English as second language/English language learners (PreK-6, 5-12)
  - Special education/moderate disabilities (PreK-8, 5-12)
  - New level/subject area
- Mathematics Leadership Programs (<http://mathleadership.org/programs/summer-institutes>)
  - Developing Mathematical Ideas (DMI Institutes) (p. 399)
  - Math Coaching Institute (p. 399)
  - DMI Facilitation Institute (p. 399)
- Teacher Leadership Programs
  - Differentiated Instruction Institute (p. 397)
  - Digital Innovation and Media for Educators Institute (p. 398)
  - Equity, Advocacy, and Partnerships Institute (p. 398)
  - Facilitating Professional Learning Institute (p. 398)
  - Global and Intercultural Education Institute (p. 398)
  - Independent Schools Institute (p. 399)
  - Nonprofit Leadership and Entrepreneurship for Educators Institute (p. 400)
  - Research and Data Institute (p. 400)
  - TESOL Certificate for Educators (p. 400)

## Master of Arts in Teacher Leadership Overview and Contact Information

The M.A.T. in Teacher Leadership (MATL) program supports educators who want to help build their school's capacity for success, support professional growth among their peers, or serve in a leadership role at the local, state, or national level. All of our courses are specifically designed to equip educators with practical skills that they can apply immediately in their schools and organizations to build stronger education systems.

Designed for full-time educators, MATL students have the option of completing this 32-credit program entirely online through dynamic, hybrid learning that provides students the opportunity to attend class sessions through interactive video conferences. Courses are offered throughout the year, including in the evenings and as a week-long intensives during summer months.

Our innovative curriculum emphasizes equity, advocacy, and collaboration, and course content can be personalized to ensure that you gain skills you can immediately apply in practice. At the culmination of your course of study you will initiate a capstone project, inspired by your personal leadership goals and specifically designed for implementation in your classroom, school, community, or beyond.

Educators can choose modified academic tracks to seek specialization, expertise, and prepare to build their career in the following areas:

- Differentiated Instruction (p. 397)
- Digital Innovation and Media (p. 398)
- Equity, Advocacy and Partnerships (p. 398)
- Facilitating Professional Learning (p. 398)
- Global and Intercultural Education (p. 398) and/or TESOL (p. 400)
- Independent Schools (p. 399)
- Nonprofit Leadership and Entrepreneurship (p. 400)



- Research and Data (p. 400)
- Prepare for National Board Candidacy (<https://www.nbpts.org/national-board-certification>)
- Apply for Massachusetts Professional License (<http://www.doe.mass.edu/licensure/academic-prek12/teacher/license-types.html#professional-license>) (for elementary 1-6; math 1-6 and 5-8)

Students can work with their advisor to develop a customized course of study based on areas of interest/need.

Courses can be completed online, with real-time and asynchronous components.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree.

## M.A.T. in Teacher Leadership Program Learning Goals

Graduates of the Master of Arts in Teaching, Teacher Leadership program will:

Outcome 1: Develop a working knowledge of the Teacher Leader Model Standards and identify areas for applying these principles to encourage personal and professional growth.

Outcome 2: Develop an understanding of the field of Teacher Leadership in the U.S. and globally as a means of aligning personal and professional leadership goals with trends across contexts.

Outcome 3: Articulate personal and professional leadership goals related to instructional practice, advocacy, professional development and andragogy, educating the whole child, data-driven instruction, and policy-making, and develop a continuous practice of self-reflection and improvement.

Outcome 4: Develop a foundational understanding of education policy, including how policies are created, implemented, and modified, and how teachers can work to inform broad based changes.

## Contact Information

**Gwen Bass, Director, Teacher Leadership Programs**

Merrill House  
413-538-3692  
<https://www.mtholyoke.edu/professional-graduate/master-arts-teacher-leadership>

David Bosso (<http://www.nnstoy.org/david-bosso>), Ed.D., American International College (NNSTOY Affiliate)

Sarah Brown Wessling, M.A., Iowa State University

Ruthann Buck, B.A., Smith College

Tom Chang, M.Ed., University of Massachusetts Amherst

Jemelleh Coes (<https://www.jemellehcoes.com>), Ph.D., University of Georgia

Kim Evelt (<https://www.mtholyoke.edu/professional-graduate/courses/kim-evelt>), M.Ed., Harvard Graduate School of Education

Nancy Gardner, M.A., Florida State University

John Holland (<https://www.mtholyoke.edu/professional-graduate/profiles-embedded-practitioners-and-teacher-leadership-coaches>), Ph.D., Virginia Commonwealth University

Daniele Massey (<http://www.dodea.edu/newsroom/pressreleases/20121107.cfm>), Ed.D., Walden University (NNSTOY Affiliate)

Jennifer Walker, Ed.D., Walden University (NNSTOY Affiliate)

## Curriculum and Requirements

The 32-credit program includes the option for students to take additional coursework to deepen their skills in particular areas of specialty. Below is a sample schedule of the progression of courses a student might take over the course of their two years in the program:

Code	Title	Credits
<b>Summer</b>		
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-467	Coaching, Mentoring, and Facilitating Instructional Improvements	2
X.EDUC-456	Promoting Professional Learning	2
<b>Fall</b>		
X.EDUC-455	Outreach and Advocacy for Educational Change	4
<b>January</b>		
X.EDUC-457	Personal and Professional Leadership in Education	1
<b>Spring</b>		
X.EDUC-411	Policy Fluency: Current Issues in Education	4
<b>Summer</b>		
X.EDUC-413	Leading Colleagues Using Research: Bridging the Gap Between Research and Practice	2
X.EDUC-458	Owning Assessments and Data for Student Learning	2
X.EDUC-449	Equity and Social Justice: A Teacher's Role	2
<b>Fall</b>		
X.EDUC-453	Foundations of Teacher Leadership and Global Education Reform	4
<b>January</b>		
X.EDUC-414	Research Design for Educators	1
<b>Spring</b>		
X.EDUC-489	Catapult! Capstone Course	4

## See Also

- Differentiated Instruction Institute (p. 397)
- Digital Innovation and Media for Educators Institute (p. 398)
- Equity, Advocacy, and Partnerships Institute (p. 398)
- Facilitating Professional Learning Institute (p. 398)
- Global and Intercultural Education Institute (p. 398)
- Independent Schools Institute (p. 399)
- Nonprofit Leadership and Entrepreneurship for Educators Institute (p. 400)
- Research and Data Institute (p. 400)
- TESOL Certificate for Educators (p. 400)

## Admission

All applicants must have a teaching license, a bachelor's degree, and a history of effective classroom practice and strong passion for student learning. GRE scores are not required.

To apply to the M.A.T. in Teacher Leadership, prospective students must complete an application and upload all supporting materials via the online application (<https://www.mtholyoke.edu/professional-graduate/how-to-apply>). Send official transcripts to:

Amy Nichols  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (p. 406) for further information.

## Course Offerings

### **X.EDUC-406 TESOL Seminar: Foundations of Effective Teaching**

*Credits: 2*

This is the first of a two-course TESOL program designed to provide participants with a foundation of practical pedagogy, linguistic knowledge, and classroom experience to prepare for a job as an English language instructor in an intercultural environment. The course includes lecture and discussion, materials development sessions, and teaching workshops. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion if they successfully complete both the seminar and practicum courses.

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

*The department*

*Restrictions: This course is offered for graduate students only.*

### **X.EDUC-411 Policy Fluency: Current Issues in Education**

*Spring. Credits: 4*

In this learning experience, teachers will work on building up their "education policy fluency" based on their own school context. Students will read education news from across the country, including Education Week and blogs from a range of teacher and education bloggers with varied perspectives. Then they will dig into deeper understanding through weekly dialogue with each other and article authors and current teacher leader experts in the field. This course aims to help teachers gain an even stronger understanding of the policy world that influences what we do in the classrooms, in both public and private school settings.

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

*The department*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Notes: 01 section is 4 credits and includes a group project. 02 section is 3 credits and does not include the group project.*

### **X.EDUC-413 Leading Colleagues Using Research: Bridging the Gap Between Research and Practice**

*Credits: 2*

Based on Domain 2 of the Teacher Leader Model Standards, this class helps build the skills, knowledge, and dispositions teacher leaders need to support colleagues in using the latest research and data to improve practice and student learning. Topics we will explore include types of research, examining the research process, the skills teacher leaders need to lead colleagues in using research to improve practice, research competencies, action research, data collection and analysis, how research makes instruction intentional and systematic, and how it allows us to make meaning out of numbers.

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

*D. Bosso*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

### **X.EDUC-414 Research Design for Educators**

*Credits: 1*

This course provides an introduction to research methodology and design in applied educational contexts. Topics covered in this course include: ethical considerations in educational research, how to conduct comprehensive literature searches, measurement and interpretation of qualitative and quantitative data, and research report writing. Through this course, students will explore the research process from hypothesis development and literature review to publication. At the conclusion of this course, students will be prepared to develop and incorporate the elements of effective research designs into their own research projects.

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

*G. Bass*

*Restrictions: This course is offered for graduate students only.*

### **X.EDUC-417 Teaching With Technology**

*Credits: 2*

Students will read current research examining the effectiveness of teaching with technology in PreK-12 classrooms as they explore questions about the role of technology in 21st century education. Students will experiment with a variety of tools that allow teachers to design effective lessons for a diverse range of learners. Students will focus on using technology to integrate students on IEPs, 504, and other learners with specific learning needs.

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

*L. Manzi*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Advisory: Section 01 is for middle/secondary education students. Section 02 is for elementary education students.*

### **X.EDUC-419 Independent Schools: New Teachers Seminar Practice**

*Fall. Credits: 2*

This course helps new independent school teachers answer questions that all teachers ask themselves on a daily basis: How do we best serve our students and their learning needs, across the multiple dimensions of learning styles, ethnicity, race, gender and class? As we design an experience to welcome and engage all of our students, how do we also nourish and sustain ourselves in this important work? The course includes cohort meetings as well as time for reflection, designing lesson plans, exploring how we organize our classrooms, and discussing how we support ourselves and each other.

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

*The department*

*Restrictions: This course is offered for graduate students only.*

*Instructor permission required.*

**X.EDUC-420 Human Development****X.EDUC-420AD Human Development: 'Adolescent Development'***Credits: 2*

In this course students will develop a foundational framework of knowledge about physical, cognitive and social/emotional development that can inform their teaching practice in the classroom. Through individualized exploration, students will have opportunities to delve into the study of the age group that they intend to teach, and the class will discuss specific topics particularly relevant to education, such as language development, gender, moral development, the nature of intelligence, and motivation. By the end of this course, students should be conversant in developmental theory and able to use it to support the pedagogical choices they will make as educators.

*Applies to requirement(s): Meets No Distribution Requirement**A. Grillo**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.EDUC-420CD Human Development: 'Child Development'***Credits: 2*

In this course students will develop a foundational framework of knowledge about physical, cognitive and social/emotional development that can inform their teaching practice in the classroom. Students will have opportunities to delve into the study of the age group that they intend to teach (preK-8th grade) through individualized exploration, and the class will discuss specific topics particularly relevant to education, such as language development, gender, moral development, the nature of intelligence, and motivation. By the end of this course, students should be conversant in developmental theory and able to use it to support the pedagogical choices they will make as educators.

*Applies to requirement(s): Meets No Distribution Requirement**A. Grillo**Restrictions: This course is limited to Mount Holyoke MAT students only***X.EDUC-422 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education***Spring. Credits: 4*

The Integrated Methods Seminar focuses on supporting and building on key aspects of the intensive full-time supervised student teaching experience. Teacher candidates learn how to develop integrated curriculum units, address complex behavioral and management issues with increasing sophistication, delve more deeply into theory and practice, develop peer coaching and mentoring skills, develop habits of reflection, and prepare for job interviews. Additionally, there is an emphasis on social studies content and pedagogy. Specifically, students will be studying content of a meaningful elementary and early childhood social studies curriculum and devising lessons and units that address multiple learning needs, planning effective and aligned assessments, infusing EL protocols and practices, and exploring integration opportunities. Linking critical learning from their work in social justice to issues of instructional equity and practice in the classroom is also part of the Seminar this semester.

*Applies to requirement(s): Meets No Distribution Requirement**C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only. Instructor permission required.**Advisory: Students may only register for X.EDUC-422 if concurrently taking X.EDUC-423.***X.EDUC-423 Student Teaching in Early Childhood and Elementary Schools***Spring. Credits: 10*

Students participate in full-time student teaching in early childhood and elementary classrooms for 20 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 program supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby, C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only. Instructor permission required.**Advisory: Students may only register for X.EDUC-423 if concurrently taking X.EDUC-422.**Notes: 5 days a week for 20 weeks full-time student teaching in school site (includes Mount Holyoke College's spring break). This course is graded on a credit/no credit basis.***X.EDUC-424 Internship in Educational Settings***Spring. Credits: 4 - 10*

Graduate students undertake a supervised internship from January through June in an educational setting comprised of up to 600 hours. This would be a supervised, mentored experience, and tailored to the hours of the student, approved by a faculty member within the Professional and Graduate Education department. Evaluation of performance is determined by on-site visits, written assignments, as well as supervisor and mentor evaluations. Successful completion of the course is verified based on satisfactory submission of a final product/portfolio and presentation that demonstrates an integration of knowledge and skills gained through their program of study and internship experience.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Instructor permission required.**Advisory: For graduate students who will not be pursuing licensure.**Notes: This course is graded on a credit/no credit basis.***X.EDUC-426 TESOL Practicum: Effective Teaching Strategies Field Experience***Spring. Credits: 2*

This is the second of a two-course TESOL program designed to provide participants with the experience to prepare to be an effective English language instructor in an intercultural environment. In this practicum, students will hone their classroom management skills, implement curricular units and deliver lessons designed to support students' language acquisition, and develop assessment skills. Students will submit curriculum plans, videotaped lessons, and complete written assignments and reflections. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion if they successfully complete both the seminar and practicum courses.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.**Prereq: X.EDUC-406.*

**X.EDUC-430 The Process of Teaching and Learning in Secondary and Middle Schools***Fall. Credits: 4*

This course is intended to help prepare prospective secondary and middle school teachers for effective classroom instruction. The focus of this course is to explore a range of philosophies of education and existing classroom practices. The course uses the current educational landscape in order for teacher candidates to examine culturally relevant teaching and learning practices, teaching in multicultural settings, establishing the classroom climate, choosing instructional approaches, and attending to the needs of a range of learners.

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

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

*H. Brown*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: Requires a field-experience in an educational setting.*

**X.EDUC-431 Student Teaching in Secondary and Middle Schools***Spring. Credits: 10*

Students participate in full-time student teaching in middle or secondary classrooms for 20 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.

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

*R. Hornsby*

*Restrictions: This course is limited to Mount Holyoke MAT students only*  
*Instructor permission required.*

*Advisory: Students may only register for X.EDUC-431 if concurrently taking X.EDUC-433.*

*Notes: 5 days a week for 20 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break). Credit/no credit grading.*

**X.EDUC-433 Practicum Seminar on Teaching and Learning: Middle and Secondary Education***Spring. Credits: 4*

This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

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

*The department*

*Restrictions: This course is limited to Mount Holyoke MAT students only*  
*Instructor permission required.*

*Advisory: Students may only register for X.EDUC-433 if concurrently taking X.EDUC-431.*

**X.EDUC-441 Fostering a Collaborative Culture for Learning***Credits: 2*

This course is centered around Domain One of the Teacher Leader Model Standards, with an emphasis on creating cultures in our schools that support educator development and student learning. Modules include defining teacher leadership, exploring formal and informal teacher leadership roles, adult learning theory, facilitation of group learning and discussion, mitigating difficult discussions and building consensus, organizational change and the change process, building trust, and other skills to create inclusive cultures for professional growth (and student learning!).

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

*N. Gardner, J. Parker*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

**X.EDUC-443 Introduction to the Orton-Gillingham Approach to Reading and Dyslexia***Credits: 1*

This course is an introduction to the Orton-Gillingham approach – a systematic, structured, multisensory approach for teaching reading. In this course, participants will explore instructional methods to teach the hows and whys of reading to struggling readers, particularly those with dyslexia. In the course, participants will also review the history of reading and the English language, current research, and common reading assessments. Students who complete this course are eligible to apply for membership in the Academy of Orton-Gillingham Practitioners and Educators (AOGPE) as a Subscriber member.

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

*R. Greenfield*

*Restrictions: This course is offered for graduate students only.*

**X.EDUC-446 Orton-Gillingham Associate Level Course***Fall. Credits: 4*

This course is designed for practitioners and educators working with students of all ages and abilities. It includes an overview of the history of reading and the English language, research and assessments related to reading and language-based learning disabilities, and multisensory approaches to teach students with language-based learning disabilities. This course presents the Orton-Gillingham approach – a systematic, structured, multisensory method for teaching students with language-based learning disabilities. Through interactive lessons, lectures, group work, modeled lessons, students will learn and practices this approach.

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

*R. Greenfield*

*Restrictions: This course is offered for graduate students only.*

**X.EDUC-448 Orton-Gillingham Associate Level Course Practicum***Fall. Credits: 4*

This course is designed for practitioners and educators working with students of all ages and abilities. This course develops participants' knowledge of the Orton-Gillingham approach – a systematic, structured, multisensory method for teaching students with language-based learning disabilities. Students will engage in a 100 hour supervised practicum, during which they develop and implement lessons with supervision provided by the instructor. At the conclusion of this practicum, students are eligible to apply for their Orton-Gillingham certification.

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

*R. Greenfield*

*Restrictions: This course is offered for graduate students only.*

*Advisory: Successful completion of, or concurrent enrollment in, X.EDUC-446 Orton-Gillingham Associate Level Course.*



**X.EDUC-449 Equity and Social Justice: A Teacher's Role***Credits: 2*

In this course, participants will learn to address issues of social justice seamlessly and incorporate social justice into the design of their learning environments. This will be accomplished in three steps: First, participants will be assigned a self-awareness partner to process socialization around social issues. Second, participants will produce narratives about their social justice development. Finally, participants will create action plans that will create learning environments that don't shut down dialogues about difference, but open them up. Participants will then take this new learning and self-awareness and apply it to education systems outside of their classroom.

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

*J. Daigle-Matos*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

**X.EDUC-452 Topics in Social-Emotional Learning and Development****X.EDUC-452AC Topics in Social-Emotional Learning and Development: 'Advising and Counseling Students Beyond the Classroom'**

*Not Scheduled for This Year. Credits: 2*

Educators serve in multiple roles to support students in their academic, extracurricular, and, in some cases, dorm lives. This course will provide an overview of the following: school counseling principles, widely adopted models of comprehensive developmental counseling curricula, social-emotional learning, approaches in multicultural counseling, and mentoring students on academic and professional issues. We will also address identification, prevention, intervention, and crisis management strategies for topics including: relationships, mental health, trauma, and substance use/abuse. Students will explore how to analyze various types of student performance data to inform academic and non-academic programming.

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

*The department*

*Restrictions: This course is offered for graduate students only.*

**X.EDUC-452AT Topics in Social-Emotional Learning and Development: 'Coaching and Athletics'**

*Not Scheduled for This Year. Credits: 2*

Educators in public and independent schools often serve in multiple roles, including as coaches for competitive and intramural sports. This class will provide an overview of issues related to supporting the student athlete, including the following: administering sport programs, principles of effective coaching, promoting and coaching the college-bound student athlete, compliance with governing bodies in sport, equity in athletics, team-building, event management, and sport safety.

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

*The department*

*Restrictions: This course is offered for graduate students only.*

**X.EDUC-453 Foundations of Teacher Leadership and Global Education Reform**

*Fall. Credits: 4*

This dynamic course is an exploration of the foundational pieces of teacher leadership, including the history and theories of teacher leadership, an examination of education reform in the United States, and a study of teacher leadership and reform from a global perspective. Students will also research their local district or state to gain a better understanding of their local reform history and past waves of teacher involvement. This course will include several video-conference discussions with nationally recognized teacher leaders from across the country who will share their lessons learned and perspectives in teacher leadership. Embedded in practice and focused on your personal and professional growth.

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

*J. Holland*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

**X.EDUC-455 Outreach and Advocacy for Educational Change**

*Fall. Credits: 4*

This course integrates Teacher Leader Model Standards for Domains VI and VII: assessing community needs and values, engaging families and colleagues in partnerships, and advocating for students and for the teaching profession. Participants will explore culturally responsive teaching approaches and strategies for collaborating with families to support meaningful and relevant student learning and development. Participants will also learn how to use research, policies, and persuasive communications to help build appropriate programs, interventions, and advocacy efforts that promote positive outcomes for both students and teachers.

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

*T. Chang*

*Restrictions: This course is offered for graduate students only.*

**X.EDUC-456 Promoting Professional Learning**

*Credits: 2*

This course is centered around Domain Three of the Teacher Leader Model Standards, with an emphasis on evaluating and creating school cultures for professional learning and professional development design. Modules for this class will include school climate and culture audits, the change process, analyzing school community and data to pinpoint professional development needs, and evaluating professional learning. Teachers will walk away with design plans for creating cultures of adult learning to improve student learning.

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

*S. Donaldson*

*Restrictions: This course is offered for graduate students only.*

**X.EDUC-457 Personal and Professional Leadership in Education**

*Credits: 1*

This course is designed to help educators cultivate their skills as reflective practitioners as a means of enhancing personal leadership development. Students will examine personal leadership qualities and the role of storytelling as leadership. Course participants will create individualized learning plans that allow for deeper exploration of personal and professional leadership interests. The menu of options for personalized learning will include further reading in the domains of adult development, professional learning, motivation, leadership and related topics.

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

*S. Brown Wessling*

*Restrictions: This course is offered for graduate students only.*

**X.EDUC-458 Owning Assessments and Data for Student Learning***Credits: 2*

Built around Domain 5 of the Teacher Leader Model Standards, this course helps teachers build the skills to do just that, as we explore organizational improvement through assessment design. Learn to facilitate and support colleagues in using assessment tools to inform decisions to improve practice and student learning. One module of this class includes an exploration of Improvement Science, a new methodology brought to education from the health field, where teachers will learn how small ideas can be tested and taken to scale, potentially impacted organizational change. Embedded in practice, focused on your personal and professional growth.

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

*D. Massey*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

**X.EDUC-459 Independent Schools: Experienced Teachers Seminar Practice***Fall. Credits: 2*

This course is designed for teachers with 2-5 years of classroom experience at independent schools. Building from participants' experience, the course focuses on improving teachers' use of evidence-based practices to support children's progress. Topics include: focused observation, instructional support, emotional support, classroom organization, giving and receiving feedback and designing your ideal classroom. Participants will reflect on and share feedback about their teaching practices, and continue to develop their practice in this engaging learning community.

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

*G. Bass, The department*

*Restrictions: This course is offered for graduate students only.*

*Instructor permission required.*

**X.EDUC-460 Subject-Specific Methods 1 for Middle and Secondary Teachers***Fall. Credits: 2*

This course is the first of two methods courses. Firmly embedded within the EL Education Model, it will provide opportunities for participants to explore the links among the theoretical underpinnings of expeditionary learning, experiential learning, and project-based learning through an interdisciplinary approach, with a focus on arts integration. Students will engage with the Understanding by Design (UBD) model of curriculum development, focusing on universal access to content for a full range of learners. Students will connect theory with practice and reflect on their practice.

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

*E. Levine*

*Restrictions: This course is offered for graduate students only.*

*Advisory: Requires a field-experience in an educational setting.*

**X.EDUC-461 The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools***Fall. Credits: 4*

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 a variety formative and summative ways to assess learning. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a pre-practicum.

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

*T. Sullivan-Daley*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: Requires a field-experience in an educational setting.*

*Notes: Pre-practicum required*

**X.EDUC-462 Subject-Specific Methods 2**

This advanced course builds on the design Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

**X.EDUC-462AR Subject-Specific Methods 2: 'The Arts'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462EN Subject-Specific Methods 2: 'English'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462FR Subject-Specific Methods 2: 'Foreign Languages'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462HS Subject-Specific Methods 2: 'History/Social Sciences'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462MA Subject-Specific Methods 2: 'Mathematics'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462SC Subject-Specific Methods 2: 'The Sciences'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-463 Teaching English Language Learners***Fall and Spring. Credits: 4*

This course addresses core competencies outlined in the Massachusetts Department of Education's English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

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

*H. Graham*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: Requires a field-experience in an educational setting.*

**X.EDUC-465 Children's Literature for Educators***Fall. Credits: 4*

This course introduces various genres of children's literature, including literature for adolescents; explores equity and social justice issues; and examines approaches to using literature in the preK-8 curriculum with an emphasis on social-emotional learning and making literature accessible to all learners. Students will read a variety of texts across genres and discuss ways to integrate literature into curriculum and learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives.

*Crosslisted as: EDUC-267*

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

*N. Walsh*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Instructor permission required.*

*Advisory: Requires a field-experience in an educational setting.*

**X.EDUC-467 Coaching, Mentoring, and Facilitating Instructional Improvements***Credits: 2*

This course provides opportunities for teachers to design, develop, critique, implement, give, and receive feedback on professional development experiences that align with the Common Core standards and the particular needs of the school/district's participating staff. Modules include staying focused on content while developing collaborative relationships, engaging in reflective dialogue with teachers and administrators, developing leadership skills, professional growth, and technology for collaborative learning. Participants will be able to individualize their learning experience based on an area of choice for personal and professional growth: instructional coaching, mentoring, or peer coaching.

*Applies to requirement(s): Meets No Distribution Requirement**J. Walker**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.EDUC-468 Leadership in Practice for Educators***Spring. Credits: 1*

In this course students will develop their goals as teacher leaders and will engage in discussions, readings, modules, and activities that support professional growth. Critical course concepts will be introduced in a whole group book study format. Additionally, students will explore opportunities for leadership in education through conversations with guest experts in the field. At the culmination of the course students will complete an articulation of practice and professional development plan.

*Applies to requirement(s): Meets No Distribution Requirement**S. Brown Wessling**Restrictions: This course is offered for graduate students only.***X.EDUC-469 Models of Entrepreneurship in Education***Spring. Credits: 1*

Today's challenges in education require creative, out-of-the-box ideas and entrepreneurial teachers are often best positioned to design and implement these solutions. In this course we will explore different models of entrepreneurship in education, including how it works within the contexts of working in classrooms and schools, in nonprofits, as authors and consultants, and in commercial endeavors. Through case studies and guest lectures students investigate entrepreneurial approaches to address existing problems, challenges, and opportunities in education. Students will develop their own ideas around new programming, services, advocacy, and/or ways to increase access to education.

*Applies to requirement(s): Meets No Distribution Requirement**T. Espinosa, R. Mugnani**Restrictions: This course is offered for graduate students only.***X.EDUC-470 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum***Fall. Credits: 4*

Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. They will teach a minimum of three lessons to students in their pre-practicum setting. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.

*Applies to requirement(s): Meets No Distribution Requirement**L. Mattone**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: Requires a field-experience in an educational setting.**Notes: Pre-practicum required***X.EDUC-476 Independent School: Beyond the Classroom***Credits: 2*

The independent school faculty member wears many "hats" in addition to that of the teacher. Students in this course study the non-teaching aspects of independent school work, improving their ability to serve as stewards of their schools' missions. Guest speakers from independent schools will address these roles and facilitate students' investigation of other topics including school governance and administration, admissions, advancement, athletics, counseling, student and residential life, and more. Coursework will include analyzing case studies, budgets, interviewing various departments and jobs within an independent school, and an in-depth case study of the student's context based on current independent school standards and best practices. Student work will culminate in the creation of a personal inventory and growth plan for successful career development in independent schools.

*Applies to requirement(s): Meets No Distribution Requirement**K. Evelti**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.EDUC-477 Seminar on Effective Teaching and Learning Strategies for Practitioners***Fall. Credits: 2*

In this hands-on course, participants working in classrooms explore issues and challenges of their professional and classroom practice, including: workshopping new curricular ideas, integrating evidence-based practices for effective classroom management and teaching, and ways to support other areas of the participants' administrative or co-curricular responsibilities. Participants attend group seminars and individual conferences intended to strengthen their confidence in the classroom and capacity to successfully engage diverse learners. Evaluation of performance is determined through course observations and by written assignments.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.**Instructor permission required.**Advisory: Must be in a teaching role in a school setting.**Notes: This course is graded on a credit/no credit basis. This course may be repeated once for an additional two credits.*



**X.EDUC-489 Catapult! Capstone Course***Spring. Credits: 2 - 6*

This course is designed to catapult students' professional and personal leadership journey to the next level. It serves as an idea incubator, helping give teacher leaders the support and direction they need to propel themselves forward in their work and launch teacher-created ideas to improve education for all students. In this class, graduate students will demonstrate and document the impact of their knowledge gained throughout their journey at Mount Holyoke College. Students will choose a domain of the Teacher Leader Model Standards to focus their capstone work, then they will choose one of four pathways for the semester: a research study, a teacher-created project, a teacher leader internship, or National Board candidacy. They will apply their skill and knowledge under a teacher leader coach, who will support them and engage in weekly reflective practice of their teacher leadership work. At the end of the semester, teachers will complete and share a portfolio that demonstrates how their experiential learning experience has enhanced their practice as a leader and a teacher leader.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.EDUC-495 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.*

# Master of Arts in Mathematics Teaching

## Overview and Contact Information

The Master of Arts in Teaching, Mathematics program is designed for K-8 teachers and math coaches looking to strengthen their mathematical content and pedagogical knowledge, enhance their skills in mathematics teacher leadership, and develop their professional credentials and expertise to make a difference in the field of mathematics education. This 32-credit program is structured around educators' schedules so they can balance work, family, and life responsibilities while pursuing a graduate degree. Students can attend the week-long summer courses on campus or participate online through our dynamic hybrid learning format. The academic year courses are conducted online.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching (M.A.T.) degree.

## M.A.T.M. Learning Goals

Graduates of the Master of Arts in Teaching, Mathematics will:

1. Have a deep conceptual understanding of the mathematical content in each of the following mathematical domains appropriate to K-8 grade levels, including:
  - a. Counting and cardinality
  - b. Number and operations in base 10
  - c. Operations and algebraic thinking
  - d. Measurement and data
  - e. Geometry
  - f. Ratios and proportional relationships
  - g. The number system

- h. Expressions and equations

- i. Functions

2. Understand how students make sense of the mathematical ideas in each domain and how these concepts and skills build from kindergarten through eighth grade.
3. Appreciate the power and complexity of students' mathematical thinking.
4. Know what questions to ask of students that will deepen their mathematical understanding.
5. Use and/or adapt curriculum to meet the needs of their students.
6. Connect their experiences in the courses to current research from the field.
7. Develop rich images of teacher leadership at all levels from sharing their classroom work to coaching and mentoring colleagues to leading professional learning opportunities to advocating for the profession.
8. Participate fully in the mathematics education community at the local, state, and national levels.

## Contact Information

**Michael Flynn, Director****Sarah Bent, Assistant Director****Janet Paquette, Senior Administrative Assistant**

413-538-2063

<https://www.mtholyoke.edu/professional-graduate/mamt>

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Elizabeth Van Cleef, M.S., Bank Street College of Education

Polly Wagner, M.Ed., Lesley College

## Curriculum and Requirements

This 32-credit program is built around the latest research and best practices in math education. The core component of the work is the Developing Mathematical Ideas curriculum. The two-and-a-half-year program involves three intensive summer sessions (three weeks each, except the final summer of two weeks) and two academic years of online work.

Each summer will consist of three weeks of courses, some focused on mathematics, others on educational leadership. The final summer will consist of one week of mathematics and one week of educational leadership. Students may attend in person on our beautiful campus at Mount Holyoke College or online through our virtual leaning environment during the summer sessions.

Each academic year will include four credits of work each semester, all conducted online. The academic year online courses blend asynchronous assignments in mathematics or educational leadership with live virtual learning sessions. During the virtual learning sessions, participants have the option to attend in person on campus.

### Sample Plan of Study

Code	Title	Credits
<b>Summer</b>		
X.MATH-400	Developing Mathematical Ideas: Building a System of Tens	2
X.MATH-401	Developing Mathematical Ideas: Making Meaning for Operations	2
X.MATH-407	Developing Mathematical Ideas: Reasoning Algebraically About Operations	2
<b>Fall</b>		
X.MATH-460	Connecting Arithmetic to Algebra	4
<b>Spring</b>		
X.MATH-424	Developing Mathematical Reasoning	4
<b>Summer</b>		
X.MATH-406	Developing Mathematical Ideas: Patterns, Functions, and Change	2
X.MTHED-408	Professional Development for Coaching Mathematics	2
or X.MTHED-409	Educational Leadership I: Exploring the Rules of Math Teacher Leadership	
X.MATH-402	Developing Mathematical Ideas: Examining Features of Shape	2
<b>Fall</b>		
X.MTHED-465	Action Research on Learning and Teaching	4
<b>Spring</b>		
X.MTHED-466	Action Research on Math Teacher Leadership	4
<b>Summer</b>		
X.MATH-405	Developing Mathematical Ideas: Measuring Space in One, Two, and Three Dimensions	2

X.MTHED-411	Educational Leadership II: Facilitating Adult Learning	2
Total Credits		32

## Admission

The M.A.T. in Mathematics is designed for teachers, math coaches, math specialists, and math interventionists in grades K-8 who have a teaching license (initial or professional) and at least a bachelor's degree. The program is ideal for educators looking to strengthen their skills and expertise as math teachers and those who wish to enhance their professional credentials in order to become teacher leaders in mathematics education.

To apply to the M.A.T., Mathematics program, prospective students must complete an application and upload all supporting materials via the online application (<https://www.mtholyoke.edu/professional-graduate/how-to-apply>). Send official transcripts to:

Amy Nichols  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (p. 406) for further information.

## Course Offerings

### Mathematics

**X.MATH-400 Developing Mathematical Ideas: Building a System of Tens**  
*Fall and Spring. Credits: 2*  
Participants will explore the base-ten structure of the number system, consider how that structure is exploited in multi-digit computational procedures, and examine how basic concepts of whole numbers reappear when working with decimals. They will study the various ways children naturally tend to think about separating and combining numbers and what children must understand in order to work with numbers in these ways.  
*Applies to requirement(s): Meets No Distribution Requirement*  
*J. Agron, S. Charbonnet, M. Flynn*  
*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

**X.MATH-401 Developing Mathematical Ideas: Making Meaning for Operations**  
*Fall. Credits: 2*  
This course provides opportunities for participants to examine the actions and situations modeled by the four basic operations. The course will begin with a view of young children's counting strategies as they encounter word problems, moves to an examination of the four basic operations on whole numbers, and revisits the operations in the context of rational numbers.  
*Applies to requirement(s): Meets No Distribution Requirement*  
*J. Agron, T. Kepler, L. Lamb, J. Szymaszek*  
*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

**X.MATH-402 Developing Mathematical Ideas: Examining Features of Shape***Credits: 2*

Participants examine aspects of two-dimensional and three-dimensional shapes, develop geometric vocabulary, and explore both definitions and properties of geometric objects. The seminar includes a study of angle, similarity, congruence, and the relationships between three-dimensional objects and their two-dimensional representations. Participants examine how students develop these concepts through analyzing print and video cases as well as reading and discussing research articles.

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

*A. Chang, S. Bent*

*Restrictions: This course is limited to Mount Holyoke MATM students only  
Instructor permission required.*

**X.MATH-404 Developing Mathematical Ideas: Working With Data**

*Not Scheduled for This Year. Credits: 2*

Students will work with the collection, representation, description, and interpretation of data. They will learn what various graphs and statistical measures show about features of the data, study how to summarize data when comparing groups, and consider whether the data provides insight into the questions that led to data collection.

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

*The department*

*Restrictions: This course is limited to Mount Holyoke MATM students only*

**X.MATH-405 Developing Mathematical Ideas: Measuring Space in One, Two, and Three Dimensions***Credits: 2*

Participants will examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume, as well as their complex interrelationships.

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

*Y. Chan*

*Restrictions: This course is limited to Mount Holyoke MATM students only*

**X.MATH-406 Developing Mathematical Ideas: Patterns, Functions, and Change***Credits: 2*

Participants discover how the study of repeating patterns and number sequences can lead to ideas of functions, learn how to read tables and graphs to interpret phenomena of change, and use algebraic notation to write function rules. With a particular emphasis on linear functions, participants also explore quadratic and exponential functions and examine how various features of a function are seen in graphs, tables, or rules. Participants examine how students develop these concepts through analyzing print and video cases as well as reading and discussing research articles.

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

*V. Bastable, M. Flynn J. Hanson, K. Schweitzer*

*Restrictions: This course is offered for graduate students only.*

*Advisory: Intended for practicing teachers.*

**X.MATH-407 Developing Mathematical Ideas: Reasoning Algebraically About Operations***Credits: 2*

Participants examine generalizations at the heart of the study of operations in the elementary grades. They express these generalizations in common language and in algebraic notation, develop arguments based on representations of the operations, study what it means to prove a generalization, and extend their generalizations and arguments when the domain under consideration expands from whole numbers to integers.

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

*J. Szymaszek, K. Turner*

*Restrictions: This course is limited to Mount Holyoke MATM students only*

**X.MATH-411 Math for Elementary Teachers***Credits: 2*

This course equips educators planning to teach mathematics at the elementary (K-6) level with the foundations for teaching math and an understanding of the "why" underlying the formulas, procedures, and reasoning. Using an inquiry-based approach, future teachers learn about a range of topics relevant to elementary school (K-6) math pedagogy and curricula. Topics covered include: number sense, operations, data analysis, functional relationships, algebraic thinking, and geometry/measurement. At the end of the course, students are prepared to meet both federal Common Core standards and Massachusetts state standards, and to support their students by using best practices in math education.

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

*J. Agron*

*Restrictions: This course is offered for graduate students only.*

**X.MATH-424 Developing Mathematical Reasoning**

*Spring. Credits: 4*

Developing Mathematical Reasoning (DMR) builds on and extends the work of Connecting Arithmetic to Algebra. Participants will work with a five-phase model for instruction in mathematical argument: Noticing, Articulating, Representing Specific Instances, Creating Mathematical Argument, and Comparing and Contrasting Operations. They will examine and implement a set of lessons designed to engage their own students with generalizations about the operations using these phases of instruction. DMR investigates how this approach to mathematics thinking supports a range of mathematics learners including those who have difficulty with grade-level mathematics and those who need additional challenge.

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

*V. Bastable*

*Restrictions: This course is limited to Mount Holyoke MATM students only*

*Advisory: X.MATH-460 Connecting Arithmetic to Algebra.*

**X.MATH-460 Connecting Arithmetic to Algebra**

*Fall. Credits: 4*

Connecting Arithmetic to Algebra (CAA) is a year-long professional development experience in which teachers consider generalizations that arise from the study of number and operations in grades 1 through 7. They examine cases of students who are engaged in the process of articulating general claims, working to understand those claims, and learning how to prove them. The course also focuses on how this approach to mathematical thinking supports a range of mathematics learners, including those who have difficulty with grade-level mathematics and those who need additional challenge.

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

*V. Bastable*

*Restrictions: This course is limited to Mount Holyoke MATM students only*

## Mathematics Education

### **X.MTHED-404 Effective Practices for Advancing the Teaching and Learning of Mathematics**

The National Council of Teachers of Mathematics identified eight practices for effective teaching of mathematics. Teacher leaders from around the country have been strategizing and working to develop unique ways to implement these practices in K-12 classrooms. Each live online session will explore a different practice in depth with one of the teacher leaders who designed it. Students will then work to implement the practice in their own classrooms and analyze how it affects student learning.

### **X.MTHED-404DV Effective Practices for Advancing the Teaching and Learning of Mathematics: "Developing Students' Mathematical Sense-Making"**

*Not Scheduled for This Year. Credits: 2*

Recent math reform efforts emphasize the importance of developing students' conceptual understanding over teaching procedures for students to memorize. For many teachers, this is a shift in practice because their own experiences in mathematics have been with the latter. In this course we will draw upon some of the leading experts in the field to explore how we can develop students' understanding in the domains of counting and cardinality, geometry, number and operations in base ten, algebraic reasoning, measurement, and functions. In each class session, we will explore one or more domains in depth as we engage in mathematical tasks and analyze student thinking through video and print cases.

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

*S. Bent, M. Flynn*

### **X.MTHED-408 Professional Development for Coaching Mathematics**

*Credits: 2*

This course is designed for elementary math specialists with responsibilities for supporting teachers in the development of strong mathematics education programs. Participants explore issues related to: learning mathematics while in the context of teaching; facilitating the professional development of colleagues; teachers' and students' ideas about mathematics and learning; and fostering a stance of collaborative investigation. By way of a central theme of mathematics learning, the institute will offer coaches opportunities to explore, through the coaching perspective, ideas of number and geometry in the elementary grades.

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

*P. Wagner*

*Restrictions: This course is offered for graduate students only.*

### **X.MTHED-409 Educational Leadership I: Exploring the Rules of Math Teacher Leadership**

*Credits: 2*

This course will explore the roles of teacher leadership in math education at the local, state, and national level. Topics will include coaching, mentoring, writing (blogs, journals, op-eds, articles), professional learning communities (virtual and face-to-face), and advocacy. Participants will consider current issues and challenges facing students and teachers with regard to math education and will work to develop action plans to address these issues in the coming school year.

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

*M. Allen, M. Flynn*

*Restrictions: This course is limited to Mount Holyoke MATM students only*

### **X.MTHED-410 Educational Leadership II: Facilitating Professional Learning**

*Not Scheduled for This Year. Credits: 2*

This institute focuses on learning to teach one of the Developmental Mathematical Ideas (DMI) modules. Participants will choose a particular DMI module on which to concentrate their facilitation work. The institute will include examination of the central mathematical ideas of the module, identifying key goals for each session, discussion of the process of interacting with participants both in the institute sessions and through written responses, as well as opportunities for practice facilitation.

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

*V. Bastable*

*Restrictions: This course is offered for graduate students only.*

*Advisory: Prior experience with a DMI seminar recommended.*

### **X.MTHED-411 Educational Leadership II: Facilitating Adult Learning**

*Credits: 2*

This course provides opportunities for participants to develop skills and knowledge to enable them to design and implement professional learning opportunities in mathematics for adults. Activities focus on four aspects: the importance of identifying key ideas and goals for professional learning, strategically using both small and whole group formats, an analysis of the range of professional learning opportunities for teachers, and opportunities to practice facilitating professional learning with an audience of teachers.

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

*M. Flynn*

*Restrictions: This course is limited to Mount Holyoke MATM students only*

### **X.MTHED-412 Mathematics Coaching: Designing Effective Professional Development**

*Not Scheduled for This Year. Credits: 3*

This course provides opportunities for math specialists/coaches of grades K-8 to design, develop, critique, implement, give, and receive feedback on mathematics professional development experiences that align with the Common Core standards and the particular needs of the school/district's participating staff. Topics include staying focused on mathematics while developing collaborative relationships, communicating with teachers and administrators, developing leadership skills, and continuing to be a learner. Emphasis will be placed on learning how to move a school and/or district toward their mathematics goals by providing both support and press for teachers who teach mathematics.

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

*The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: Prior experience with a DMI seminar recommended.*

### **X.MTHED-413 Supporting the Range of Learners in Mathematics Classrooms**

*Not Scheduled for This Year. Credits: 2*

Every teacher wants each student to achieve to the highest levels. And yet knowing how to do this can feel hard, overwhelming, and/or unclear. To make diverse classrooms feel more manageable and productive, this course will provide concrete methods and strategies teachers can use in classrooms to support all students. Students will engage in interesting mathematics every session; leave each session with something concrete to try in your classroom; read and analyze current research on supporting diverse learners; research your own students through case work and discussions with colleagues; and have new thought partners and colleagues who will be invested in your students' success.

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

*J. Sunkle, P. Wagner*

*Restrictions: This course is offered for graduate students only.*



### **X.MTHED-422 Research on Learning: Implementing the Common Core Math Practice Standards**

*Not Scheduled for This Year. Credits: 2*

This course is focused on implementing mathematics instruction to support the development of conceptual understandings of mathematics. Topics include creating a classroom climate for productive mathematics discussion, posing open-ended math tasks, asking probing questions, and exploring teacher moves that both challenge and support individual student learning. Analyzing classroom cases of practice will be a key feature.

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

*The department*

*Restrictions: This course is limited to Mount Holyoke MATM students only*

*Advisory: Prior experience with a DMI seminar recommended.*

### **X.MTHED-444 Developing Mathematical Ideas Facilitation**

#### **X.MTHED-444LT Developing Mathematical Ideas Facilitation: 'Leadership Training'**

*Credits: 1*

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

*M. Flynn*

*Restrictions: This course is offered for graduate students only.*

*Prereq: X.MATH-400 or any other DMI class.*

### **X.MTHED-465 Action Research on Learning and Teaching**

*Fall. Credits: 4*

This course will include action research on the mathematics learning of students and pedagogical moves of teachers. Participants will produce written cases of practice based on audio or videotaped classroom discussions and interviews with their own students. Participants will analyze their own cases and those of their colleagues to examine the learning of students and the impact of teacher moves. Course instructors will also provide individual feedback based on the classroom cases.

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

*M. Garcia*

*Restrictions: This course is limited to Mount Holyoke MATM students only*

*Notes: Online.*

### **X.MTHED-466 Action Research on Math Teacher Leadership**

*Spring. Credits: 4*

The course involves action research on the impact of teacher leadership roles in mathematics education. Students will implement the action plan created during Educational Leadership I, develop a capstone project, and report the results so the group can provide critical feedback and support. The scalable nature of this work allows each student to define a leadership role and project to fit their interests and professional goals.

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

*S. Bent*

*Restrictions: This course is limited to Mount Holyoke MATM students only*

*Advisory: X.MTHED-409 Educational Leadership I.*

### **X.MTHED-473 Creating Accessible Mathematics Classrooms**

*Fall. Credits: 2*

Supporting students with disabilities in mathematics can be enhanced by developing teachers' mathematical content and pedagogical knowledge. This course will broaden teachers' understanding of universal design for learning, EDC accessibility strategies, and the implementation of effective instructional routines. The course will also review the history of the disability rights movement with a lens on mathematics education and the importance of respecting neurodiversity. Participants in the course will leave with specific skills and strategies they can implement in their own educational settings

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

*A. Gael*

*Restrictions: This course is offered for graduate students only.*

## **Master of Arts in Teaching Overview and Contact Information**

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

- Biology (8-12)
- Chemistry (8-12)
- Dance (All)
- Early Childhood (PreK-2)
- Earth and Space Science (8-12)
- Elementary (1-6)
- English (5-12)
- English as a Second Language (ESL)/English Language Learners (ELL) (PreK-6; 5-12)
- Foreign Language (5-12)
- General Science (5-8)
- History (5-12)
- Mathematics (5-8; 8-12)
- Middle school: Humanities (5-8)
- Middle school: Mathematics/Science (5-8)
- Music: Vocal/Instrumental/General (All)
- Physics (8-12)
- Social Science (5-12)
- Teacher of Students with Moderate Disabilities (PreK-8; 5-12)
- Theatre (All)
- Visual Arts (PreK-8; 5-12)

Through the M.A.T. program, we also offer additional licensure options in:

- New level/subject area
- English as second language/English language learners (PreK-6, 5-12)
- Special Education/Moderate disabilities (PreK-8, 5-12)

These additional licensure (p. 400) options are specifically designed to provide opportunities for current students pursuing initial licensure or teachers with the appropriate licensure to earn and independently apply for an Additional License in teaching English language learners or

students with moderate disabilities or in teaching an additional level/subject area. These courses also provide a depth of knowledge for any students entering the broader field of education as they seek to work with a range of learners.

A customized course of study is available for students who are interested in teaching in independent schools; contact PaGE for more information.

Students in the M.A.T. program receive personalized advising to help them reach their academic and career goals. They work closely with a network of professionals including faculty advisors, supervising teachers, EL Education mentors, and a variety of content area experts.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree.

## M.A.T. Learning Goals

Graduates of the Master of Arts in Teaching at Mount Holyoke College will develop the ability to do the following:

1. Write and adapt well-developed lesson/unit plans to reach a range of learners in the PK12 classroom.
2. Design and administer a variety of student assessments, analyze student performance and growth, and use data to improve instruction and learning.
3. Integrate and apply research, theory, and pedagogy to inform instruction and interactions with students.
4. Have and apply insights on their teaching and learning, both individually and with colleagues, to improve practice and student learning.
5. Demonstrate a range of professional skills that respond to a deep understanding and application of the knowledge, skills, and dispositions found in the Guidelines for the Professional Standards for Teachers including:
  - a. Curriculum, Planning, and Assessment: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.
  - b. Teaching All Students: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
  - c. Family and Community Engagement: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
  - d. Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

## See Also

- Differentiated Instruction Institute (p. 397)
- Digital Innovation and Media for Educators Institute (p. 398)
- Equity, Advocacy, and Partnerships Institute (p. 398)
- Facilitating Professional Learning Institute (p. 398)
- Global and Intercultural Education Institute (p. 398)
- Independent Schools Institute (p. 399)

- Nonprofit Leadership and Entrepreneurship for Educators Institute (p. 400)
- Research and Data Institute (p. 400)
- TESOL Certificate for Educators (p. 400)

## Contact Information

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Ruth Hornsby, M.A.T., Mount Holyoke College

Eric Levine, M.Ed., Keene State College; M.S., Lesley University

Alicia Lopez, M.Ed., University of Massachusetts Amherst

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Lauren Mattone, M.Ed., University of Massachusetts

Lyndsey Nunes, Ph.D., University of Massachusetts, Amherst

Allegra Osborne, M.A., University of Phoenix

Tammy Sullivan-Daley, M.Ed., University of Massachusetts Amherst

Catherine Swift (<https://www.mtholyoke.edu/people/catherine-swift>), M.Ed., Smith College

Nicole Walsh, M.S., Bank Street College of Education

## Curriculum and Requirements

The M.A.T. with initial licensure is a 36-credit program that a full-time student can complete in one year from July through the following June. The Moderate Disabilities program is a 38-credit program that students can also complete in 12 months.

Coursework for the M.A.T. is delivered in four sessions: summer, fall, January, and spring. Students are expected to maintain a B grade in all courses.

While the M.A.T. is designed to be a continuous one year program, part-time students can complete requirements at their own pace over two

years, although they will eventually need to complete the program's capstone: a full-time, semester-long teaching practicum. Students will work with an advisor to design an approved plan to complete program requirements.

## Standard Course Schedule for MAT Early Childhood/Elementary Teacher Candidates

Code	Title	Credits
<b>Summer</b>		
EL Education "Slice" and Orientation		
X.SPED-426	The Inclusive Classroom	2
X.EDUC-417	Teaching With Technology	2
X.EDUC-420CD	Human Development: 'Child Development'	2
<b>Fall</b>		
X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools	4
X.EDUC-463	Teaching English Language Learners	4
X.EDUC-470	The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum	4
X.MATH-400	Developing Mathematical Ideas: Building a System of Tens	2
X.MATH-401	Developing Mathematical Ideas: Making Meaning for Operations	2
<b>Spring</b>		
X.EDUC-423	Student Teaching in Early Childhood and Elementary Schools	10
X.EDUC-422	Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education	4
Total Credits		36

### Additional Specifications

- Summer (6 credits). EL Education (EL) teaching model: Students will go on group learning expeditions in the field to experience powerful project-based methodologies delivered by EL professionals. Students go on to complete introductory coursework in human development (X.EDUC-420CD), a course in inclusive classroom teaching (X.SPED-426), plus a module on technology in education (X.EDUC-417).
- Fall (16 credits). In a traditional fall semester, September-December, students complete four courses taught by Mount Holyoke faculty and augmented by highly qualified current practitioners. These include content-specific methodology coursework with associated school-based pre-practicum work (X.EDUC-461, X.EDUC-463, X.EDUC-470, and either X.EDUC-465 or both X.MATH-400 and X.MATH-401.) Within these content-specific methodology courses, students will learn about curriculum development and planning, working with diverse students, and effective approaches to classroom management and assessment.
- Spring (14 credits). Students complete a full-time, semester-long student teaching practicum (X.EDUC-423) as well as a weekly seminar (X.EDUC-422) in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure

to the Massachusetts Department of Elementary and Secondary Education.

## Standard Course Schedule for MAT Middle/Secondary Teacher Candidates

Code	Title	Credits
<b>Summer</b>		
EL Education "Slice" and Orientation		
X.SPED-426	The Inclusive Classroom	2
X.EDUC-417	Teaching With Technology	2
X.EDUC-420AD	Human Development: 'Adolescent Development'	2
<b>Fall</b>		
X.EDUC-460	Subject-Specific Methods 1 for Middle and Secondary Teachers	2
X.EDUC-462	Subject-Specific Methods 2	2
X.EDUC-463	Teaching English Language Learners	4
X.EDUC-430	The Process of Teaching and Learning in Secondary and Middle Schools	4
One content course (i.e., an advanced-level elective in licensure subject area)		4
<b>Spring</b>		
X.EDUC-433	Practicum Seminar on Teaching and Learning: Middle and Secondary Education	4
X.EDUC-431	Student Teaching in Secondary and Middle Schools	10
Total Credits		36

### Additional Specifications

- Summer (6 credits). Starting in August, the summer session features an immersion into the EL Education (EL) teaching model. Students will go on group learning expeditions in the field to experience powerful project-based methodologies delivered by EL professionals. Students go on to complete introductory coursework in human development (X.EDUC-420AD), a course in inclusive classroom teaching (X.SPED-426), plus a module on technology in education (X.EDUC-417).
- Fall (16 credits). In a traditional fall semester, September-December, students complete four courses taught by Mount Holyoke faculty and augmented by highly qualified current practitioners. These include general and content-specific methodology coursework with associated school-based pre-practicum work (X.EDUC-460, X.EDUC-462, X.EDUC-463, X.EDUC-430 and a content course). 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 as well as an advanced-level elective in their licensure subject areas (middle and secondary education only), management and assessment.
- Spring (14 credits). Students complete a full-time, semester-long student teaching practicum (X.EDUC-431), as well as a weekly seminar (X.EDUC-433) 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.

## Standard Course Schedule for MAT Special Education/Moderate Disabilities Teacher Candidates (PreK-8 and 5-12)

Code	Title	Credits
<b>Summer</b>		
EL Education "Slice" and Orientation		
X.SPED-426	The Inclusive Classroom	2
X.SPED-441	Differentiated Instruction for Diverse Learners	2
X.SPED-481	Special Education Law: Transitions, Collaboration, and Applications	2
<b>Fall</b>		
X.SPED-421	Assistive Technology for Special Education	1
X.SPED-447	Assessment and Instruction for Exceptional Learners	3
X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools	4
X.EDUC-463	Teaching English Language Learners	4
X.EDUC-470	The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum	4
<b>January</b>		
X.SPED-416	Interventions for Behavior and Classroom Management	1
X.SPED-471	Legal Perspectives in Special Education	1
<b>Spring</b>		
For PreK-8:		
X.SPED-423	Student Teaching in Inclusive and Substantially Separate Classrooms for Students PreK-8 with Moderate Disabilities	
X.SPED-422	Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8	
For grades 5-12:		
X.SPED-431	Student Teaching in Inclusive and Substantially Separate Classrooms for Students Grades 5-12 with Moderate Disabilities	
X.SPED-433	Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure 5-12	
<b>Total Credits</b>		<b>38</b>

### Additional Specifications

- Summer (6 credits). The summer session starts in July with X.SPED-426 The Inclusive Classroom, X.SPED-441 Differentiated Instruction for Diverse Learners and X.SPED-481 Special Education Law: Transitions, Collaboration, and Applications.
- Fall (16 credits). These include general and content-specific methodology coursework with associated school-based pre-practicum work (X.EDUC-461, X.EDUC-463, X.EDUC-470, and X.SPED-447) and X.SPED-421 Assistive Technology. Within the content-specific methodology courses, students will learn about curriculum development and planning, working with diverse students, and effective approaches to classroom management and assessment.

- January (2 credits). X.SPED-471 Legal Perspectives in Special Education and X.SPED-416 Interventions for Behavior and Classroom Management.
- Spring (14 credits). Students complete a full-time, semester-long student teaching semester (the practicum, X.SPED-431 or X.SPED-423) as well as a weekly seminar (X.SPED-433 or X.SPED-422) in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure to the Massachusetts Department of Elementary and Secondary Education.

## Standard Course Schedule for MAT English Language Learners (PreK-6 and 5-12)

Code	Title	Credits
<b>Summer</b>		
X.ELL-403	Research in Teaching English Language Learners	3
X.ELL-418	Second Language Acquisition and Classroom Practice	2
<b>Fall</b>		
X.ELL-421	Linguistics for Teachers	2
X.ELL-426	Methods in Teaching English to K-12 Speakers of Other Languages (TESOL Methods)	4
X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools	4
X.EDUC-463	Teaching English Language Learners	4
<b>January</b>		
X.ELL-416	Language Assessment and Classroom Practice	2
X.ELL-451	English Language Development Standards and Assessment Framework	1
<b>Spring</b>		
For PreK-6:		
X.ELL-422	Practicum Seminar in Teaching and Learning: Elementary ELL Education	4
X.ELL-423	Student Teaching English Language Learners in Elementary Schools	10
For grades 5-12:		
X.ELL-433	Practicum Seminar in Teaching and Learning: Secondary ELL Education	4
X.ELL-431	Student Teaching English Language Learners in Secondary Schools	10
<b>Total Credits</b>		<b>36</b>

### Additional Licensure

Please see Additional Licensure (p. 400) for more information.

## Admission

All applicants must have:

- Completed a bachelor's degree prior to beginning the M.A.T. program
- An undergraduate major—or demonstrated equivalent subject area knowledge—in desired teaching discipline
- A passing score on the appropriate Massachusetts Test for Educator Licensure (MTEL). Those who have not yet taken the MTEL are still



able to apply to the M.A.T program. Further details on the timing of the necessary tests required for the particular license will be provided when the applicant meets with the program advisor

- An interview with the admissions committee

Those who apply to this program generally have a 3.2 undergraduate GPA or above.

To apply to the M.A.T. program, prospective students complete the M.A.T. application and upload all supporting materials via the online application (<https://www.mtholyoke.edu/professional-graduate/mat/how-to-apply>), except official transcripts which need to be mailed in to:

Amy Nichols  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

To secure their place in the program, admitted applicants will pay a non-refundable \$300 deposit that will be applied as a credit to their first term's bill.

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (p. 406) for further information.

## Course Offerings

This course listing contains all graduate courses with subjects X.EDUC, X.ELL, and X.SPED including those intended for other graduate programs. Courses from other subjects, such as X.MATH, may also apply to your program. Please contact your advisor if you are unsure of courses that are appropriate for your program.

### **X.EDUC-406 TESOL Seminar: Foundations of Effective Teaching**

*Credits: 2*

This is the first of a two-course TESOL program designed to provide participants with a foundation of practical pedagogy, linguistic knowledge, and classroom experience to prepare for a job as an English language instructor in an intercultural environment. The course includes lecture and discussion, materials development sessions, and teaching workshops. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion if they successfully complete both the seminar and practicum courses.

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

*The department*

*Restrictions: This course is offered for graduate students only.*

### **X.EDUC-411 Policy Fluency: Current Issues in Education**

*Spring. Credits: 4*

In this learning experience, teachers will work on building up their "education policy fluency" based on their own school context. Students will read education news from across the country, including Education Week and blogs from a range of teacher and education bloggers with varied perspectives. Then they will dig into deeper understanding through weekly dialogue with each other and article authors and current teacher leader experts in the field. This course aims to help teachers gain an even stronger understanding of the policy world that influences what we do in the classrooms, in both public and private school settings.

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

*The department*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Notes: 01 section is 4 credits and includes a group project. 02 section is 3 credits and does not include the group project.*

### **X.EDUC-413 Leading Colleagues Using Research: Bridging the Gap Between Research and Practice**

*Credits: 2*

Based on Domain 2 of the Teacher Leader Model Standards, this class helps build the skills, knowledge, and dispositions teacher leaders need to support colleagues in using the latest research and data to improve practice and student learning. Topics we will explore include types of research, examining the research process, the skills teacher leaders need to lead colleagues in using research to improve practice, research competencies, action research, data collection and analysis, how research makes instruction intentional and systematic, and how it allows us to make meaning out of numbers.

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

*D. Bosso*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

### **X.EDUC-414 Research Design for Educators**

*Credits: 1*

This course provides an introduction to research methodology and design in applied educational contexts. Topics covered in this course include: ethical considerations in educational research, how to conduct comprehensive literature searches, measurement and interpretation of qualitative and quantitative data, and research report writing. Through this course, students will explore the research process from hypothesis development and literature review to publication. At the conclusion of this course, students will be prepared to develop and incorporate the elements of effective research designs into their own research projects.

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

*G. Bass*

*Restrictions: This course is offered for graduate students only.*

**X.EDUC-417 Teaching With Technology***Credits: 2*

Students will read current research examining the effectiveness of teaching with technology in PreK-12 classrooms as they explore questions about the role of technology in 21st century education. Students will experiment with a variety of tools that allow teachers to design effective lessons for a diverse range of learners. Students will focus on using technology to integrate students on IEPs, 504, and other learners with specific learning needs.

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

*L. Manzi*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Advisory: Section 01 is for middle/secondary education students. Section 02 is for elementary education students.*

**X.EDUC-419 Independent Schools: New Teachers Seminar Practice***Fall. Credits: 2*

This course helps new independent school teachers answer questions that all teachers ask themselves on a daily basis: How do we best serve our students and their learning needs, across the multiple dimensions of learning styles, ethnicity, race, gender and class? As we design an experience to welcome and engage all of our students, how do we also nourish and sustain ourselves in this important work? The course includes cohort meetings as well as time for reflection, designing lesson plans, exploring how we organize our classrooms, and discussing how we support ourselves and each other.

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

*The department*

*Restrictions: This course is offered for graduate students only.*

*Instructor permission required.*

**X.EDUC-420 Human Development****X.EDUC-420AD Human Development: 'Adolescent Development'***Credits: 2*

In this course students will develop a foundational framework of knowledge about physical, cognitive and social/emotional development that can inform their teaching practice in the classroom. Through individualized exploration, students will have opportunities to delve into the study of the age group that they intend to teach, and the class will discuss specific topics particularly relevant to education, such as language development, gender, moral development, the nature of intelligence, and motivation. By the end of this course, students should be conversant in developmental theory and able to use it to support the pedagogical choices they will make as educators.

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

*A. Grillo*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

**X.EDUC-420CD Human Development: 'Child Development'***Credits: 2*

In this course students will develop a foundational framework of knowledge about physical, cognitive and social/emotional development that can inform their teaching practice in the classroom. Students will have opportunities to delve into the study of the age group that they intend to teach (preK-8th grade) through individualized exploration, and the class will discuss specific topics particularly relevant to education, such as language development, gender, moral development, the nature of intelligence, and motivation. By the end of this course, students should be conversant in developmental theory and able to use it to support the pedagogical choices they will make as educators.

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

*A. Grillo*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

**X.EDUC-422 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education***Spring. Credits: 4*

The Integrated Methods Seminar focuses on supporting and building on key aspects of the intensive full-time supervised student teaching experience. Teacher candidates learn how to develop integrated curriculum units, address complex behavioral and management issues with increasing sophistication, delve more deeply into theory and practice, develop peer coaching and mentoring skills, develop habits of reflection, and prepare for job interviews. Additionally, there is an emphasis on social studies content and pedagogy. Specifically, students will be studying content of a meaningful elementary and early childhood social studies curriculum and devising lessons and units that address multiple learning needs, planning effective and aligned assessments, infusing EL protocols and practices, and exploring integration opportunities. Linking critical learning from their work in social justice to issues of instructional equity and practice in the classroom is also part of the Seminar this semester.

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

*C. Swift*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Instructor permission required.*

*Advisory: Students may only register for X.EDUC-422 if concurrently taking X.EDUC-423.*

**X.EDUC-423 Student Teaching in Early Childhood and Elementary Schools***Spring. Credits: 10*

Students participate in full-time student teaching in early childhood and elementary classrooms for 20 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 program supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts.

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

*R. Hornsby, C. Swift*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Instructor permission required.*

*Advisory: Students may only register for X.EDUC-423 if concurrently taking X.EDUC-422.*

*Notes: 5 days a week for 20 weeks full-time student teaching in school site (includes Mount Holyoke College's spring break). This course is graded on a credit/no credit basis.*

**X.EDUC-424 Internship in Educational Settings***Spring. Credits: 4 - 10*

Graduate students undertake a supervised internship from January through June in an educational setting comprised of up to 600 hours. This would be a supervised, mentored experience, and tailored to the hours of the student, approved by a faculty member within the Professional and Graduate Education department. Evaluation of performance is determined by on-site visits, written assignments, as well as supervisor and mentor evaluations. Successful completion of the course is verified based on satisfactory submission of a final product/portfolio and presentation that demonstrates an integration of knowledge and skills gained through their program of study and internship experience.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Instructor permission required.**Advisory: For graduate students who will not be pursuing licensure.**Notes: This course is graded on a credit/no credit basis.***X.EDUC-426 TESOL Practicum: Effective Teaching Strategies Field Experience***Spring. Credits: 2*

This is the second of a two-course TESOL program designed to provide participants with the experience to prepare to be an effective English language instructor in an intercultural environment. In this practicum, students will hone their classroom management skills, implement curricular units and deliver lessons designed to support students' language acquisition, and develop assessment skills. Students will submit curriculum plans, videotaped lessons, and complete written assignments and reflections. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion if they successfully complete both the seminar and practicum courses.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.**Prereq: X.EDUC-406.***X.EDUC-430 The Process of Teaching and Learning in Secondary and Middle Schools***Fall. Credits: 4*

This course is intended to help prepare prospective secondary and middle school teachers for effective classroom instruction. The focus of this course is to explore a range of philosophies of education and existing classroom practices. The course uses the current educational landscape in order for teacher candidates to examine culturally relevant teaching and learning practices, teaching in multicultural settings, establishing the classroom climate, choosing instructional approaches, and attending to the needs of a range of learners.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**H. Brown**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: Requires a field-experience in an educational setting.***X.EDUC-431 Student Teaching in Secondary and Middle Schools***Spring. Credits: 10*

Students participate in full-time student teaching in middle or secondary classrooms for 20 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.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Instructor permission required.**Advisory: Students may only register for X.EDUC-431 if concurrently taking X.EDUC-433.**Notes: 5 days a week for 20 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break). Credit/no credit grading.***X.EDUC-433 Practicum Seminar on Teaching and Learning: Middle and Secondary Education***Spring. Credits: 4*

This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is limited to Mount Holyoke MAT students only**Instructor permission required.**Advisory: Students may only register for X.EDUC-433 if concurrently taking X.EDUC-431.***X.EDUC-441 Fostering a Collaborative Culture for Learning***Credits: 2*

This course is centered around Domain One of the Teacher Leader Model Standards, with an emphasis on creating cultures in our schools that support educator development and student learning. Modules include defining teacher leadership, exploring formal and informal teacher leadership roles, adult learning theory, facilitation of group learning and discussion, mitigating difficult discussions and building consensus, organizational change and the change process, building trust, and other skills to create inclusive cultures for professional growth (and student learning!).

*Applies to requirement(s): Meets No Distribution Requirement**N. Gardner, J. Parker**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

**X.EDUC-443 Introduction to the Orton-Gillingham Approach to Reading and Dyslexia***Credits: 1*

This course is an introduction to the Orton-Gillingham approach – a systematic, structured, multisensory approach for teaching reading. In this course, participants will explore instructional methods to teach the hows and whys of reading to struggling readers, particularly those with dyslexia. In the course, participants will also review the history of reading and the English language, current research, and common reading assessments. Students who complete this course are eligible to apply for membership in the Academy of Orton-Gillingham Practitioners and Educators (AOGPE) as a Subscriber member.

*Applies to requirement(s): Meets No Distribution Requirement**R. Greenfield**Restrictions: This course is offered for graduate students only.***X.EDUC-446 Orton-Gillingham Associate Level Course***Fall. Credits: 4*

This course is designed for practitioners and educators working with students of all ages and abilities. It includes an overview of the history of reading and the English language, research and assessments related to reading and language-based learning disabilities, and multisensory approaches to teach students with language-based learning disabilities. This course presents the Orton-Gillingham approach – a systematic, structured, multisensory method for teaching students with language-based learning disabilities. Through interactive lessons, lectures, group work, modeled lessons, students will learn and practices this approach.

*Applies to requirement(s): Meets No Distribution Requirement**R. Greenfield**Restrictions: This course is offered for graduate students only.***X.EDUC-448 Orton-Gillingham Associate Level Course Practicum***Fall. Credits: 4*

This course is designed for practitioners and educators working with students of all ages and abilities. This course develops participants' knowledge of the Orton-Gillingham approach – a systematic, structured, multisensory method for teaching students with language-based learning disabilities. Students will engage in a 100 hour supervised practicum, during which they develop and implement lessons with supervision provided by the instructor. At the conclusion of this practicum, students are eligible to apply for their Orton-Gillingham certification.

*Applies to requirement(s): Meets No Distribution Requirement**R. Greenfield**Restrictions: This course is offered for graduate students only.**Advisory: Successful completion of, or concurrent enrollment in, X.EDUC-446 Orton-Gillingham Associate Level Course.***X.EDUC-449 Equity and Social Justice: A Teacher's Role***Credits: 2*

In this course, participants will learn to address issues of social justice seamlessly and incorporate social justice into the design of their learning environments. This will be accomplished in three steps: First, participants will be assigned a self-awareness partner to process socialization around social issues. Second, participants will produce narratives about their social justice development. Finally, participants will create action plans that will create learning environments that don't shut down dialogues about difference, but open them up. Participants will then take this new learning and self-awareness and apply it to education systems outside of their classroom.

*Applies to requirement(s): Meets No Distribution Requirement**J. Daigle-Matos**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.EDUC-452 Topics in Social-Emotional Learning and Development****X.EDUC-452AC Topics in Social-Emotional Learning and Development: 'Advising and Counseling Students Beyond the Classroom'***Not Scheduled for This Year. Credits: 2*

Educators serve in multiple roles to support students in their academic, extracurricular, and, in some cases, dorm lives. This course will provide an overview of the following: school counseling principles, widely adopted models of comprehensive developmental counseling curricula, social-emotional learning, approaches in multicultural counseling, and mentoring students on academic and professional issues. We will also address identification, prevention, intervention, and crisis management strategies for topics including: relationships, mental health, trauma, and substance use/abuse. Students will explore how to analyze various types of student performance data to inform academic and non-academic programming.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.***X.EDUC-452AT Topics in Social-Emotional Learning and Development: 'Coaching and Athletics'***Not Scheduled for This Year. Credits: 2*

Educators in public and independent schools often serve in multiple roles, including as coaches for competitive and intramural sports. This class will provide an overview of issues related to supporting the student athlete, including the following: administering sport programs, principles of effective coaching, promoting and coaching the college-bound student athlete, compliance with governing bodies in sport, equity in athletics, team-building, event management, and sport safety.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.***X.EDUC-453 Foundations of Teacher Leadership and Global Education Reform***Fall. Credits: 4*

This dynamic course is an exploration of the foundational pieces of teacher leadership, including the history and theories of teacher leadership, an examination of education reform in the United States, and a study of teacher leadership and reform from a global perspective. Students will also research their local district or state to gain a better understanding of their local reform history and past waves of teacher involvement. This course will include several video-conference discussions with nationally recognized teacher leaders from across the country who will share their lessons learned and perspectives in teacher leadership. Embedded in practice and focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement**J. Holland**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*



**X.EDUC-455 Outreach and Advocacy for Educational Change***Fall. Credits: 4*

This course integrates Teacher Leader Model Standards for Domains VI and VII: assessing community needs and values, engaging families and colleagues in partnerships, and advocating for students and for the teaching profession. Participants will explore culturally responsive teaching approaches and strategies for collaborating with families to support meaningful and relevant student learning and development. Participants will also learn how to use research, policies, and persuasive communications to help build appropriate programs, interventions, and advocacy efforts that promote positive outcomes for both students and teachers.

*Applies to requirement(s): Meets No Distribution Requirement**T. Chang**Restrictions: This course is offered for graduate students only.***X.EDUC-456 Promoting Professional Learning***Credits: 2*

This course is centered around Domain Three of the Teacher Leader Model Standards, with an emphasis on evaluating and creating school cultures for professional learning and professional development design. Modules for this class will include school climate and culture audits, the change process, analyzing school community and data to pinpoint professional development needs, and evaluating professional learning. Teachers will walk away with design plans for creating cultures of adult learning to improve student learning.

*Applies to requirement(s): Meets No Distribution Requirement**S. Donaldson**Restrictions: This course is offered for graduate students only.***X.EDUC-457 Personal and Professional Leadership in Education***Credits: 1*

This course is designed to help educators cultivate their skills as reflective practitioners as a means of enhancing personal leadership development. Students will examine personal leadership qualities and the role of storytelling as leadership. Course participants will create individualized learning plans that allow for deeper exploration of personal and professional leadership interests. The menu of options for personalized learning will include further reading in the domains of adult development, professional learning, motivation, leadership and related topics.

*Applies to requirement(s): Meets No Distribution Requirement**S. Brown Wessling**Restrictions: This course is offered for graduate students only.***X.EDUC-458 Owning Assessments and Data for Student Learning***Credits: 2*

Built around Domain 5 of the Teacher Leader Model Standards, this course helps teachers build the skills to do just that, as we explore organizational improvement through assessment design. Learn to facilitate and support colleagues in using assessment tools to inform decisions to improve practice and student learning. One module of this class includes an exploration of Improvement Science, a new methodology brought to education from the health field, where teachers will learn how small ideas can be tested and taken to scale, potentially impacted organizational change. Embedded in practice, focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement**D. Massey**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.EDUC-459 Independent Schools: Experienced Teachers Seminar Practice***Fall. Credits: 2*

This course is designed for teachers with 2-5 years of classroom experience at independent schools. Building from participants' experience, the course focuses on improving teachers' use of evidence-based practices to support children's progress. Topics include: focused observation, instructional support, emotional support, classroom organization, giving and receiving feedback and designing your ideal classroom. Participants will reflect on and share feedback about their teaching practices, and continue to develop their practice in this engaging learning community.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass, The department**Restrictions: This course is offered for graduate students only.**Instructor permission required.***X.EDUC-460 Subject-Specific Methods 1 for Middle and Secondary Teachers***Fall. Credits: 2*

This course is the first of two methods courses. Firmly embedded within the EL Education Model, it will provide opportunities for participants to explore the links among the theoretical underpinnings of expeditionary learning, experiential learning, and project-based learning through an interdisciplinary approach, with a focus on arts integration. Students will engage with the Understanding by Design (UBD) model of curriculum development, focusing on universal access to content for a full range of learners. Students will connect theory with practice and reflect on their practice.

*Applies to requirement(s): Meets No Distribution Requirement**E. Levine**Restrictions: This course is offered for graduate students only.**Advisory: Requires a field-experience in an educational setting.***X.EDUC-461 The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools***Fall. Credits: 4*

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 a variety of formative and summative ways to assess learning. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a pre-practicum.

*Applies to requirement(s): Meets No Distribution Requirement**T. Sullivan-Daley**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: Requires a field-experience in an educational setting.**Notes: Pre-practicum required***X.EDUC-462 Subject-Specific Methods 2**

This advanced course builds on the design Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

**X.EDUC-462AR Subject-Specific Methods 2: 'The Arts'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462EN Subject-Specific Methods 2: 'English'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462FR Subject-Specific Methods 2: 'Foreign Languages'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462HS Subject-Specific Methods 2: 'History/Social Sciences'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462MA Subject-Specific Methods 2: 'Mathematics'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-462SC Subject-Specific Methods 2: 'The Sciences'***Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

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

*E. Levine, The department*

*Restrictions: This course is offered for graduate students only.*

*Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as be in a school setting (as many activities will require the participant to teach mini lessons etc.).*

**X.EDUC-463 Teaching English Language Learners***Fall and Spring. Credits: 4*

This course addresses core competencies outlined in the Massachusetts Department of Education's English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

*Applies to requirement(s): Meets No Distribution Requirement**H. Graham**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: Requires a field-experience in an educational setting.***X.EDUC-465 Children's Literature for Educators***Fall. Credits: 4*

This course introduces various genres of children's literature, including literature for adolescents; explores equity and social justice issues; and examines approaches to using literature in the preK-8 curriculum with an emphasis on social-emotional learning and making literature accessible to all learners. Students will read a variety of texts across genres and discuss ways to integrate literature into curriculum and learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives.

*Crosslisted as: EDUC-267**Applies to requirement(s): Meets No Distribution Requirement**N. Walsh**Restrictions: This course is limited to Mount Holyoke MAT students only. Instructor permission required.**Advisory: Requires a field-experience in an educational setting.***X.EDUC-467 Coaching, Mentoring, and Facilitating Instructional Improvements***Credits: 2*

This course provides opportunities for teachers to design, develop, critique, implement, give, and receive feedback on professional development experiences that align with the Common Core standards and the particular needs of the school/district's participating staff. Modules include staying focused on content while developing collaborative relationships, engaging in reflective dialogue with teachers and administrators, developing leadership skills, professional growth, and technology for collaborative learning. Participants will be able to individualize their learning experience based on an area of choice for personal and professional growth: instructional coaching, mentoring, or peer coaching.

*Applies to requirement(s): Meets No Distribution Requirement**J. Walker**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.EDUC-468 Leadership in Practice for Educators***Spring. Credits: 1*

In this course students will develop their goals as teacher leaders and will engage in discussions, readings, modules, and activities that support professional growth. Critical course concepts will be introduced in a whole group book study format. Additionally, students will explore opportunities for leadership in education through conversations with guest experts in the field. At the culmination of the course students will complete an articulation of practice and professional development plan.

*Applies to requirement(s): Meets No Distribution Requirement**S. Brown Wessling**Restrictions: This course is offered for graduate students only.***X.EDUC-469 Models of Entrepreneurship in Education***Spring. Credits: 1*

Today's challenges in education require creative, out-of-the-box ideas and entrepreneurial teachers are often best positioned to design and implement these solutions. In this course we will explore different models of entrepreneurship in education, including how it works within the contexts of working in classrooms and schools, in nonprofits, as authors and consultants, and in commercial endeavors. Through case studies and guest lectures students investigate entrepreneurial approaches to address existing problems, challenges, and opportunities in education. Students will develop their own ideas around new programming, services, advocacy, and/or ways to increase access to education.

*Applies to requirement(s): Meets No Distribution Requirement**T. Espinosa, R. Mugnani**Restrictions: This course is offered for graduate students only.***X.EDUC-470 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum***Fall. Credits: 4*

Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. They will teach a minimum of three lessons to students in their pre-practicum setting. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.

*Applies to requirement(s): Meets No Distribution Requirement**L. Mattone**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: Requires a field-experience in an educational setting.**Notes: Pre-practicum required*

**X.EDUC-476 Independent School: Beyond the Classroom***Credits: 2*

The independent school faculty member wears many "hats" in addition to that of the teacher. Students in this course study the non-teaching aspects of independent school work, improving their ability to serve as stewards of their schools' missions. Guest speakers from independent schools will address these roles and facilitate students' investigation of other topics including school governance and administration, admissions, advancement, athletics, counseling, student and residential life, and more. Coursework will include analyzing case studies, budgets, interviewing various departments and jobs within an independent school, and an in-depth case study of the student's context based on current independent school standards and best practices. Student work will culminate in the creation of a personal inventory and growth plan for successful career development in independent schools.

*Applies to requirement(s): Meets No Distribution Requirement**K. Evelti**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.EDUC-477 Seminar on Effective Teaching and Learning Strategies for Practitioners***Fall. Credits: 2*

In this hands-on course, participants working in classrooms explore issues and challenges of their professional and classroom practice, including: workshoping new curricular ideas, integrating evidence-based practices for effective classroom management and teaching, and ways to support other areas of the participants' administrative or co-curricular responsibilities. Participants attend group seminars and individual conferences intended to strengthen their confidence in the classroom and capacity to successfully engage diverse learners. Evaluation of performance is determined through course observations and by written assignments.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.**Instructor permission required.**Advisory: Must be in a teaching role in a school setting.**Notes: This course is graded on a credit/no credit basis. This course may be repeated once for an additional two credits.***X.EDUC-489 Catapult! Capstone Course***Spring. Credits: 2 - 6*

This course is designed to catapult students' professional and personal leadership journey to the next level. It serves as an idea incubator, helping give teacher leaders the support and direction they need to propel themselves forward in their work and launch teacher-created ideas to improve education for all students. In this class, graduate students will demonstrate and document the impact of their knowledge gained throughout their journey at Mount Holyoke College. Students will choose a domain of the Teacher Leader Model Standards to focus their capstone work, then they will choose one of four pathways for the semester: a research study, a teacher-created project, a teacher leader internship, or National Board candidacy. They will apply their skill and knowledge under a teacher leader coach, who will support them and engage in weekly reflective practice of their teacher leadership work. At the end of the semester, teachers will complete and share a portfolio that demonstrates how their experiential learning experience has enhanced their practice as a leader and a teacher leader.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.EDUC-495 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***X.ELL-403 Research in Teaching English Language Learners***Credits: 3*

This course introduces teacher candidates to the sociocultural context of schooling and examines current research in the field of ELL teaching and learning. The course will support teacher candidates in developing an orientation toward teaching as inquiry, as well as the ability to read and conduct classroom research. Critical qualitative methods (e.g., ethnography, case study, action research) will be considered and teacher research in the ELL classroom will be emphasized. Teacher candidates will develop and complete a qualitative inquiry project that investigates an aspect of language teaching or learning of interest to them.

*Applies to requirement(s): Meets No Distribution Requirement**A. Lopez**Restrictions: This course is offered for graduate students only.***X.ELL-416 Language Assessment and Classroom Practice***Credits: 2*

Brief introduction to theory and practice in assessing students' academic English proficiency. Students will learn about purposes of and types of language assessments (e.g., large-scale standardized tests like WIDA ACCESS, alternative assessments like portfolios, formative assessments) and practice designing oral language assessment tasks and using rubrics to evaluate student writing.

*Applies to requirement(s): Meets No Distribution Requirement**K. Accurso**Restrictions: This course is offered for graduate students only.***X.ELL-418 Second Language Acquisition and Classroom Practice***Credits: 2*

This course will a) introduce students to theories of second language acquisition (cognitive, social, and linguistic influences) and how these inform teaching practices, and b) introduce teaching methods and approaches to teaching ELLs so students can begin to make informed context-sensitive decisions about language teaching methods, techniques, lesson planning, materials, classroom management, etc.

*Applies to requirement(s): Meets No Distribution Requirement**K. Accurso**Restrictions: This course is offered for graduate students only.***X.ELL-421 Linguistics for Teachers***Fall. Credits: 2*

This course provides teacher candidates with an in-depth analysis of the structural and functional components of language: syntax, phonetics, phonology, morphology, semantics, register, and genre. Teacher candidates will apply concepts to language teaching and learning. The course will also include an in-depth look at functional linguistics and critical genre theory, focusing on how language functions in academic speech and writing.

*Applies to requirement(s): Meets No Distribution Requirement**H. Graham**Restrictions: This course is offered for graduate students only.*



**X.ELL-422 Practicum Seminar in Teaching and Learning: Elementary ELL Education***Not Scheduled for This Year. Credits: 4*

This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Instructor permission required.**Advisory: Students must be enrolled in the ELL MAT program and have successfully completed of all required MTEs. Students may only register for X.ELL-422 if concurrently taking X.ELL-423.***X.ELL-423 Student Teaching English Language Learners in Elementary Schools***Not Scheduled for This Year. Credits: 10*

Teacher candidates participate in full-time supervised student teaching of grades PK-6 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students' development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Instructor permission required.**Advisory: Students may only register for X.ELL-423 if concurrently taking X.ELL-422.**Notes: This course is graded on a credit/no credit basis.***X.ELL-426 Methods in Teaching English to K-12 Speakers of Other Languages (TESOL Methods)***Fall. Credits: 4*

This course focuses on applying theories, principles, and evidence-based methods of second language acquisition to the development of materials, lessons, and curricula for teaching disciplinary English to K-12 speakers of other languages. Teacher candidates will cultivate skills in the design and delivery of contextualized lesson plans, develop expertise in the selection and evaluation of materials such as textbooks, computer-assisted materials, and realia, and demonstrate their understanding of critical issues in teaching ELLs. Teacher candidates must simultaneously be participating in pre-practicum observations.

*Applies to requirement(s): Meets No Distribution Requirement**A. Lopez**Restrictions: This course is offered for graduate students only.**Prereq: X.ELL-418.**Advisory: X.ELL-403 advised but not required.**Notes: Requires a field experience in an educational setting.***X.ELL-431 Student Teaching English Language Learners in Secondary Schools***Spring. Credits: 10*

Teacher candidates participate in full-time supervised student teaching of grades 5-12 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students' development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Instructor permission required.**Advisory: Students may only register for X.ELL-431 if concurrently taking X.ELL-433.**Notes: This course is graded on a credit/no credit basis.***X.ELL-433 Practicum Seminar in Teaching and Learning: Secondary ELL Education***Spring. Credits: 4*

This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

*Applies to requirement(s): Meets No Distribution Requirement**D. Yousfi**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: Students must be enrolled in the ELL MAT program and have successfully completed of all required MTEs. Students may only register for X.ELL-433 if concurrently taking X.ELL-431.***X.ELL-436 Teaching English Language Learners Internship 1***Fall. Credits: 2*

Students pursuing an additional license in teaching English language learners are expected to complete a supervised field experience of at least 60 hours in an approved ELL program in a public school setting (e.g., ELL content classroom, push-in teaching, pullout to separate classroom). In addition to the field experience component, students attend biweekly course meetings, during which they will have the opportunity to learn more about ELL program models and policy trends, English language development standards (e.g., WIDA, Next Generation ESL), tracking student development, advocacy, professional collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**K. Accurso, R. Hornsby**Restrictions: This course is offered for graduate students only.**Prereq: X.ELL-418.*

**X.ELL-438 Teaching English Language Learners Internship 2***Spring. Credits: 3*

Students pursuing an additional license in teaching English language learners are expected to complete a supervised field experience of at least 100 hours in an approved ELL program in a public school setting (e.g., ELL content classroom, push-in teaching, pullout to separate classroom). In addition to the field experience component, students attend weekly course meetings, during which they will have the opportunity to learn more about language development in the four domains (listening, speaking, reading, writing), planning curriculum for effective English language instruction in K-12 standards based settings, and ELLs and technology.

*Applies to requirement(s): Meets No Distribution Requirement**K. Accurso, R. Hornsby**Restrictions: This course is offered for graduate students only.**Prereq: X.ELL-416, X.ELL-418, and X.ELL-436.***X.ELL-451 English Language Development Standards and Assessment Framework***Credits: 1*

This course introduces teacher candidates to the WIDA English language development standards and assessment framework, with a particular focus on understanding the large-scale standardized assessment of English language learners (e.g., WIDA ACCESS 2.0). This course will prepare teacher candidates to understand test design, prepare to participate in administrator training, and interpret score reports in ways that support their ability to use assessment to inform instruction and communicate with students and families about students' English language development needs and progress.

*Applies to requirement(s): Meets No Distribution Requirement**A. Lugo**Restrictions: This course is offered for graduate students only.***X.ELL-463 Teaching English Language Learners: Sheltered English Immersion Endorsement Standalone***Credits: 3*

This course is offered for teachers seeking SEI endorsement. It serves as the ReTELL course that provides an overview of pragmatic pedagogical strategies for including English Language Learners in content area classroom instruction. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

*Applies to requirement(s): Meets No Distribution Requirement**H. Graham**Restrictions: This course is offered for graduate students only.**Advisory: This course is offered for licensed Massachusetts teachers and teacher candidates seeking SEI endorsement***X.SPED-416 Interventions for Behavior and Classroom Management***Credits: 1*

In this course students will review research, theories, and practices for responding to challenging behavior. Topics will include establishing effective rules and procedures, classroom-and school-wide behavior management systems, and approaches for addressing individual student behavior and developing relationships with children and support professionals to improve behavior across settings.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.SPED-421 Assistive Technology for Special Education***Fall. Credits: 1*

This course provides an introduction to teaching with technology and, more specifically, how assistive technologies can be used by individuals with disabilities, PreK-12, to enhance the teaching and learning experience. Students will have the opportunity to explore a range of devices, applications, software, etc. that enhance access to academic and non-academic learning in schools. Course assignments will help students develop an understanding of how to assess student assistive technology needs, employ and monitor interventions, and improve teaching through the use of technology.

*Applies to requirement(s): Meets No Distribution Requirement**A. Osborne**Restrictions: This course is offered for graduate students only.**Instructor permission required.***X.SPED-422 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8***Spring. Credits: 4*

During seminar students will discuss the teaching of children PreK-8 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass**Restrictions: This course is limited to Mount Holyoke MAT students only**Coreq: X.SPED-423.**Advisory: For MAT students pursuing special education licensure***X.SPED-423 Student Teaching in Inclusive and Substantially Separate Classrooms for Students PreK-8 with Moderate Disabilities***Spring. Credits: 10*

Teacher Candidates (TC) undertake full-time supervised student teaching from January through June in PreK-8 classrooms for students with Mild/Moderate Disabilities. The student teaching is comprised of over 600 hours of mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Instructor permission required.**Coreq: X.SPED-422.**Notes: This course is graded on a credit/no credit basis.*

**X.SPED-426 The Inclusive Classroom***Credits: 2*

This course surveys the etiology, diagnosis, and remediation of learning differences including dyslexia, attention deficit disorder, autism, as well as factors that influence a child's readiness to learn. Students present, discuss, question, and exchange ideas that contribute to an overall understanding of special education in the field. With an emphasis on inclusion in schools, students explore the impact of current policies, assessments, and practices. Students will have the opportunity to examine and practice applying interventions and approaches that support student engagement and prosocial behavior. The focus is on adapting the learning environment, classroom structures, and teaching approach so that all children, regardless of learning strengths and needs are supported to reach their potential and achieve meaningful goals.

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

*G. Bass*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: An introductory course in Special Education and permission of the instructor.*

**X.SPED-431 Student Teaching in Inclusive and Substantially Separate Classrooms for Students Grades 5-12 with Moderate Disabilities***Spring. Credits: 10*

Teacher Candidates (TC) undertake full-time supervised student teaching from January through June in Grades 5-12 classrooms for students with Mild/Moderate Disabilities. The student teaching is comprised of over 600 hours of mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.

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

*R. Hornsby*

*Restrictions: This course is limited to Mount Holyoke MAT students only*  
*Instructor permission required.*

*Coreq: X.SPED-433.*

*Notes: This course is graded on a credit/no credit basis.*

**X.SPED-433 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure 5-12***Spring. Credits: 4*

During seminar students will discuss the teaching of children grades 5-12 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement*

*G. Bass*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Coreq: X.SPED-431.*

*Advisory: For MAT students pursuing special education licensure*

**X.SPED-436 Moderate Disabilities Internship I***Fall. Credits: 2*

Students are expected to complete a supervised field experience of at least 60 hours in a self-contained special education classroom in a public school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for self-contained special education classrooms.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: When offered in January intersession, undergraduate students pursuing licensure may seek permission to register.*

*Notes: Credit/no credit grading.*

**X.SPED-438 Moderate Disabilities Internship II***Spring. Credits: 3*

Students are expected to complete a supervised field experience of at least 100 hours in an inclusive classroom in a public school setting. In addition to the field experience component, students attend weekly course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Advisory: When offered in January intersession, undergraduate students pursuing licensure may seek permission to register.*

*Notes: This course is graded on a credit/no credit basis.*

**X.SPED-441 Differentiated Instruction for Diverse Learners***Credits: 2*

This course will address the design and modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Students will learn ways to prepare and maintain students with disabilities to succeed in general education classrooms, to monitor academic and behavioral progress, and to make instructional decisions accordingly. Students will experiment with a variety of technological tools for teaching PreK-12 such as applications and web-based tools that for student engagement and progress monitoring. Coverage will include instruction on assistive technology, including AAC, to support students with disabilities to learn in the least restrictive environment.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Boisvert*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

**X.SPED-447 Assessment and Instruction for Exceptional Learners***Fall. Credits: 3*

In this class, students will examine legal policies and ethical principles of measurement and assessment related to special education referral, eligibility, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds. Through course activities students learn to: administer psychoeducational and achievement tests; explore formal and informal assessments that minimize bias; interpret results and use data to guide educational decisions for individuals with exceptionalities; make collaborative, data-based decisions with and about learners; monitor the learning progress of individuals with exceptionalities.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Nunes*

*Restrictions: This course is offered for graduate students only.*

**X.SPED-463 Foundations of Reading: Development, Comprehension, Instruction, and Assessment***Credits: 4*

Reading development, assessment, comprehension and instruction are central to the course. Through a combination of readings, lectures, & experiences, this course will provide students with the knowledge & skills to assess literacy needs and implement effective language arts instruction for all learners. The course includes a study of the writing process, with coverage of phonics, spelling, & grammar. The Massachusetts Curriculum Framework for English Language Arts and Literacy is addressed, as are all content objectives for the Foundations of Reading MTEL test required of Early Childhood, Elementary, and Moderate Disabilities (PreK-8 and 5-12) licensure candidates in the Commonwealth.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Frenette*

*Restrictions: This course is offered for graduate students only.*

*Advisory: Requires a field-experience in an educational setting*

**X.SPED-471 Legal Perspectives in Special Education***Credits: 1*

This course will review state and federal laws and regulations that represent the requirements for special education. Participants will be introduced to concepts including educational terminology for students with mild to moderate disabilities; preparation, implementation, and evaluation of Individualized Education Programs (IEPs); review of federal and state laws and regulations pertaining to special education and the history of special education.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Carriere*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Notes: The class will include (hybrid: virtual or in-person) weekly synchronous meetings as well as asynchronous learning modules that students will complete independently.*

**X.SPED-481 Special Education Law: Transitions, Collaboration, and Applications***Credits: 2*

This online course will review state and federal laws and regulations which governing special education and their implications, including preparation, and evaluation of Individualized Education Programs (IEPs), knowledge of transition services and services provided by other agencies, strategies for building and maintaining collaborative partnerships with team members, the role of families in advocacy and planning, and cultural variables that influence school culture and accessibility.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Carriere*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Notes: The class will include (hybrid: virtual or in-person) weekly synchronous meetings as well as asynchronous learning modules that students will complete independently.*

**X.SPED-495 Independent Study***Fall and Spring. Credits: 1 - 4*

Students enrolled in this course collaborate with the instructor to further their learning in teacher leadership through advanced independent research or an academic project on a specific topic that is distinct from existing course offerings within the MATL program of study. Together they outline a series of academic activities and unique work products that the student generates throughout the semester to demonstrate learning.

Some examples include: conducting in-depth research, developing programs or curriculum related to instructional leadership, mentoring, and coaching, writing comprehensive papers for presentation and/or publication in education journals.

*The department*

*Instructor permission required.*

*Notes: In fall, spring, and full summer terms, this independent study may range from 1 to 4 credits. In January and partial summer terms (Summer 1, Summer 2), this independent study may range from 1 to 2 credits.*

## Institutes for Educators

### Overview and Contact Information

Graduate-level professional development courses can be used to increase effectiveness, engage learners, and promote successful outcomes in classrooms, at nonprofits, or in other awareness-building, advocacy and community outreach programs.

The Institutes for Educators are appropriate for recent graduates, mid-career professionals changing direction, and those with significant professional experience looking to broaden their skills. The courses are open to college students and community members who are prepared for graduate-level coursework.

Coursework is offered in face-to-face classrooms, online, and in a combination of classroom and online. Classes can be taken individually or in pursuit of certificates of competency (12 credits).

Students who are already enrolled in a master's degree program at Mount Holyoke College do not need to submit a separate application to register for Institute courses. Undergraduate students may apply to take graduate courses, but they must demonstrate readiness to undertake graduate-level work. Credits earned by undergraduate students are not automatically applied toward degree requirements and must qualify as transfer credits per their home institutions' usual transfer credit policies in order to be applied toward the bachelor's. Grades and GPA earned as



a non-matriculated student at Mount Holyoke are recorded on a Mount Holyoke non-matriculated student transcript and do not appear on the Mount Holyoke undergraduate or graduate transcript.

## Contact Information

**Gwen Bass, Assistant Director**

**Roberto Mugnani, Program Director**

**Amy Nichols, Admissions and Communications Coordinator**

Merrill House

413-538-3478

<https://www.mtholyoke.edu/professional-graduate/institutes-pathways>

## Faculty

Analisa Leonor Balares, MBA, Harvard Business School

Susan Daniels, Professional Actor Training, Drama Studio London

Rick Feldman, M.P.A., University of Massachusetts Amherst

Leora Fridman, M.F.A., University of Massachusetts Amherst

Earl Furfine, M.B.A., Northwestern University, Project Management Professional (PMP) Certification

Holly Graham, Ed.D., University of Massachusetts Amherst

Jeffrey Guiel, J.D., Western New England College School of Law

James Hanson, M.A.T., Mount Holyoke College

Fadia Hasan, Ph.D., University of Massachusetts Amherst

Yan Ma, Ph.D., University of Wisconsin-Madison

Amy Martin, Ph.D., Columbia University

Jennifer Moulton Proctor, M.S., Marlboro College Graduate School

Matteo Pangallo, Ph.D., University of Massachusetts Amherst

Mendal Diana Polish, M.F.A., Duke University

Polly Prewitt-Freilino, Ph.D., University of Oklahoma

Charlotte Jefferson Rich, M.A., Goucher College

Tom Schiele, M.A., Simmons College

Mark Shea, Ph.D., Michigan State University

Nicole Michaud Wild, Ph.D., University at Albany, State University of New York

Michele Wucker, Master of International Affairs, Columbia University

## Admission

All courses and institutes offered through Mount Holyoke's Professional and Graduate Education (PaGE) programs are coeducational.

Students already enrolled in a master's degree program at Mount Holyoke College do not need to submit a separate application to register for Institute courses.

All others will need to submit an application via the online application (<https://www.mtholyoke.edu/professional-graduate/how-apply-0>)

including uploading the specified supporting materials, except official transcripts which should instead be mailed to:

Amy Nichols  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (p. 406) for further information.

## Additional Teacher Licensure

Mount Holyoke has designed specific modules for previously licensed teachers and current students who are pursuing initial licensure to independently apply for an Additional License in one of the following three areas.

- New level/subject area
- English language learners (PreK-6, 5-12)
- Special education/moderate disabilities (PreK-8, 5-12)

See the Additional Licensure (p. 400) page for additional information.

## Differentiated Instruction Institute

The Differentiated Instruction Institute offers courses to help educators build a framework and deepen their skills to support and empower diverse learners. Courses cover strategies to: help learners process, construct, and make sense of ideas; engage learners; monitor progress and make informed instructional decisions; and help all learners succeed. Students work with an advisor to craft the right set of courses based on each students' needs and goals.

## Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Education (thru PaGE)</b>		
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
<b>English Lang. Lrn (thru PaGE)</b>		
X.ELL-403	Research in Teaching English Language Learners	3
X.ELL-416	Language Assessment and Classroom Practice	2
X.ELL-418	Second Language Acquisition and Classroom Practice	2
X.ELL-421	Linguistics for Teachers	2
X.ELL-451	English Language Development Standards and Assessment Framework	1
X.ELL-463	Teaching English Language Learners: Sheltered English Immersion Endorsement Standalone	3
<b>Math Education (thru PaGE)</b>		
X.MTHED-473	Creating Accessible Mathematics Classrooms	2
<b>Special Education (thru PaGE)</b>		
X.SPED-416	Interventions for Behavior and Classroom Management	1
X.SPED-421	Assistive Technology for Special Education	1
X.SPED-426	The Inclusive Classroom	2
X.SPED-441	Differentiated Instruction for Diverse Learners	2

X.SPED-447	Assessment and Instruction for Exceptional Learners	3
X.SPED-463	Foundations of Reading: Development, Comprehension, Instruction, and Assessment	4
X.SPED-471	Legal Perspectives in Special Education	1
X.SPED-481	Special Education Law: Transitions, Collaboration, and Applications	2

## Digital Innovation and Media Institute for Educators

In both formal and informal settings there is an increasing use of media to enhance learning, build public awareness, support learner guided exploration, create rich and interactive learning experiences, and engage people in new and creative ways. The Digital Innovation and Media Institute was designed to support educators, whether they work in a classroom, community outreach organization, library, museum, health care or other organizational context. With a range of media production, communications, storytelling, pedagogy, and project management courses, participants can select the right set of courses to meet their unique needs.

### Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Computing &amp; Tech (thru PaGE)</b>		
X.CMPTC-443	Data Visualization: Presenting Data to Build Understanding and Insights	2
<b>Communication (thru PaGE)</b>		
X.COMM-436	Persuasive Communications	2
<b>Media (thru PaGE)</b>		
X.MEDIA-411	Visual Literacy and Media	2
X.MEDIA-426	New Media and Activism	2
X.MEDIA-429AP	Media Production Topics: 'Audio Production'	2
X.MEDIA-429VP	Media Production Topics: 'Video Production'	2
X.MEDIA-429WD	Media Production Topics: 'Web Design'	2
X.MEDIA-431	Storytelling: Crafting Effective Narratives Across Media	2
<b>Professional Std. (thru PaGE)</b>		
X.PROST-429PR	Legal Topics: Intellectual Property	1
<b>Writing (thru PaGE)</b>		
X.WRTNG-406	Creative Inquiry and Writing as Research	2

## Equity, Advocacy, and Partnerships Institute

The Equity, Advocacy, and Partnerships Institute engages educators in building skills and knowledge that will help them: explore issues of equity and social justice in the educational context, assess community needs and values, engage families and colleagues in partnerships, and advocate for students. Students work with an advisor to craft the right set of courses based on each students' needs and goals.

### Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Communication (thru PaGE)</b>		
X.COMM-413	Building Bridges: Facilitating Courageous Conversations	2
X.COMM-436	Persuasive Communications	2
<b>Education (thru PaGE)</b>		
X.EDUC-411	Policy Fluency: Current Issues in Education	4
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-455	Outreach and Advocacy for Educational Change	4
<b>Media (thru PaGE)</b>		
X.MEDIA-426	New Media and Activism	2
X.MEDIA-431	Storytelling: Crafting Effective Narratives Across Media	2
<b>Mgmt &amp; Leadership (thru PaGE)</b>		
X.MGMT-416	Participatory Community Development	2
X.MGMT-429MM	Building Effective Organizations: 'Mentorship Models to Grow Leadership'	2
X.MGMT-436	Creating and Sustaining Public-Private Partnerships	2
X.MGMT-441	Diversity and Intercultural Management	2

## Facilitating Professional Learning Institute

The Facilitating Professional Learning Institute is built around Domains 1, 3, and 4 of the Teacher Leader Model Standards. This institute is geared for educators who want to learn how to lead dynamic and engaging professional learning communities, data teams, grade level teams, coaching cycles, mentoring, and other professional learning experiences in their schools, districts, unions, associations, or beyond.

### Courses

This institute is comprised of three graduate level courses:

Code	Title	Credits
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-456	Promoting Professional Learning	2
X.EDUC-467	Coaching, Mentoring, and Facilitating Instructional Improvements	2

## Global and Intercultural Education Institute

The Global and Intercultural Education Institute caters to people working in the context of educational institutions, non-profit and non-governmental organizations, cross-sector partnerships, and community outreach projects. Courses in the institute equip participants with the tools to: build their own cultural competency, adapt pedagogies and resources to be more accessible to people from diverse backgrounds, support intercultural education and advocacy, and enhance diversity and equity through their work.

### Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Business &amp; Orgs (thru PaGE)</b>		
X.BUS-418	Project Management for Nonprofits and Social Entrepreneurs	2
X.BUS-429CU	Building Effective Organizations: 'Inclusion and Cultural Competency'	2
X.BUS-431	Social Entrepreneurship and Innovation	2
<b>Computing &amp; Tech (thru PaGE)</b>		
X.CMPTC-443	Data Visualization: Presenting Data to Build Understanding and Insights	2
<b>Communication (thru PaGE)</b>		
X.COMM-413	Building Bridges: Facilitating Courageous Conversations	2
X.COMM-436	Persuasive Communications	2
<b>Media (thru PaGE)</b>		
X.MEDIA-426	New Media and Activism	2
X.MEDIA-431	Storytelling: Crafting Effective Narratives Across Media	2
<b>Mgmt &amp; Leadership (thru PaGE)</b>		
X.MGMT-416	Participatory Community Development	2
X.MGMT-429CP	Building Effective Organizations: 'Creativity, Problem Solving and Decision Making'	2
X.MGMT-429MM	Building Effective Organizations: 'Mentorship Models to Grow Leadership'	2
X.MGMT-436	Creating and Sustaining Public-Private Partnerships	2
X.MGMT-441	Diversity and Intercultural Management	2
X.MGMT-452	Fair Trade and Sustainable Tourism	2

## Independent Schools Institute

This program is specially designed for full-time educators working in independent schools who want to enhance their teaching and prepare for leadership roles. The program has two tracks: one for early career teachers and the other for teacher leaders ready for new professional growth.

Courses can be taken in online, hybrid, on-campus and accelerated formats to provide flexible options for busy professionals.

### Courses

Students may choose from the following courses:

Code	Title	Credits
X.EDUC-419	Independent Schools: New Teachers Seminar Practice	2
X.EDUC-452AC	Topics in Social-Emotional Learning and Development: 'Advising and Counseling Students Beyond the Classroom'	2
X.EDUC-452AT	Topics in Social-Emotional Learning and Development: 'Coaching and Athletics'	2
X.EDUC-459	Independent Schools: Experienced Teachers Seminar Practice	2
X.EDUC-476	Independent School: Beyond the Classroom	2
X.EDUC-477	Seminar on Effective Teaching and Learning Strategies for Practitioners	2

### See also

- Master of Arts in Teaching (p. 381)
- Master of Arts in Teacher Leadership (p. 368)

## Developing Mathematical Ideas (DMI Institutes)

DMI, a professional development curriculum for teachers, provides one-week content institutes with opportunities for participants to engage with the ideas and activities of each module in sessions led by the authors of the materials, in collaboration with educational leaders who have experience with these materials in their own practice. Participants choose among the following DMI modules:

Code	Title	Credits
Week 1		
X.MATH-400	Developing Mathematical Ideas: Building a System of Tens	2
Week 2		
X.MATH-401	Developing Mathematical Ideas: Making Meaning for Operations	2
Week 3		
X.MATH-407	Developing Mathematical Ideas: Reasoning Algebraically About Operations	2

### See Also

- Math Coaching Institute (p. 399)
- DMI Facilitation Institute (p. 399)
- Master of Arts in Mathematics Teaching (p. 377)

## Math Coaching Institute

This institute is aimed at any math coach, math specialist, or teacher leader looking to develop the craft in supporting adult learners through a math coaching model. This is an intensive professional learning opportunity that is scalable depending on the needs and experience of the participants. Experienced facilitators customize the experience to target the specific needs and interests of leaders who want to support the improvement of math instruction in their schools and/or districts. This institute is available with both on-campus and online options.

### Related Course

Code	Title	Credits
X.MTHED-408	Professional Development for Coaching Mathematics	2

### See Also

- Developing Mathematical Ideas (DMI) Institutes (p. 399)
- DMI Facilitation Institute (p. 399)
- Master of Arts in Mathematics Teaching (p. 377)

### Related Course

## DMI Facilitation Institute

This one-week facilitation institute is designed to assist teacher leaders in developing skills and knowledge for leading DMI seminars at their own sites. Prior experience with one of our DMI seminars is preferred. Interested students should contact the Mathematics Leadership Programs Director Mike Flynn.

## Related Course

Code	Title	Credits
X.MTHED-410	Educational Leadership II: Facilitating Professional Learning	2

## See Also

- Developing Math Ideas (p. 399)
- Math Coaching Institute (p. 399)
- Master of Arts in Mathematics Teaching (p. 377)

## Nonprofit Leadership and Entrepreneurship for Educators Institute

The focus of the Nonprofit Leadership and Entrepreneurship for Educators Institute is on supporting nonprofit and entrepreneurial leaders from a range of contexts, including schools, in non-profit/public service outreach and advocacy campaigns, and where education is used to support initiatives like public health, community development, environmental stewardship, equitable justice, ending poverty, global citizenship, or peace and reconciliation. With professional development as well as organizational development coursework, there is a pathway to support students' growth whether the goal is honing professional practice, supporting innovation and growth within an organization, developing new programming, developing partnerships and engaging the community more effectively, or creating altogether new organizations.

## Courses

Students may choose from the following courses:

Code	Title	Credits
<b>Business &amp; Orgs (thru PaGE)</b>		
X.BUS-418	Project Management for Nonprofits and Social Entrepreneurs	2
X.BUS-431	Social Entrepreneurship and Innovation	2
<b>Computing &amp; Tech (thru PaGE)</b>		
X.CMPTC-443	Data Visualization: Presenting Data to Build Understanding and Insights	2
<b>Communication (thru PaGE)</b>		
X.COMM-405	Speaking with Confidence: Leadership for Women	1
X.COMM-413	Building Bridges: Facilitating Courageous Conversations	2
X.COMM-436	Persuasive Communications	2
<b>Media (thru PaGE)</b>		
X.MEDIA-426	New Media and Activism	2
X.MEDIA-431	Storytelling: Crafting Effective Narratives Across Media	2
<b>Mgmt &amp; Leadership (thru PaGE)</b>		
X.MGMT-416	Participatory Community Development	2
X.MGMT-429CP	Building Effective Organizations: 'Creativity, Problem Solving and Decision Making'	2
X.MGMT-429MM	Building Effective Organizations: 'Mentorship Models to Grow Leadership'	2
X.MGMT-436	Creating and Sustaining Public-Private Partnerships	2
X.MGMT-441	Diversity and Intercultural Management	2
X.MGMT-452	Fair Trade and Sustainable Tourism	2

## Research and Data Institute

The Research and Data Institute engages educators in building skills and knowledge that will help them: create research that is applicable to their schools and classrooms, use data to improve student outcomes, and explore issues of equity and social justice in the educational context. Each class includes unique opportunity for participants to video-conference with teacher leaders and experts across the nation.

## Courses

This institute is comprised of three graduate level courses:

Code	Title	Credits
X.EDUC-413	Leading Colleagues Using Research: Bridging the Gap Between Research and Practice	2
X.EDUC-449	Equity and Social Justice: A Teacher's Role	2
X.EDUC-458	Owning Assessments and Data for Student Learning	2

## TESOL Certificate for Educators

Teachers of English to Speakers of Other Languages, or TESOL, is the professional qualification for teaching English as a second or foreign language. Recognized internationally, this certification prepares teachers with the tools to evaluate and apply the most effective methods for individual learners.

This two-course program is designed to provide participants with a foundation of practical pedagogy, linguistic knowledge, and classroom experience to prepare for a job as a language instructor in an international environment. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion with a passing grade.

Some TESOL graduates have gone off to teach in places such as China, Morocco, or Thailand, but others have stayed in the United States to teach English to recently arrived immigrant families.

## Courses

This institute is comprised of two graduate level courses:

Code	Title	Credits
X.EDUC-406	TESOL Seminar: Foundations of Effective Teaching	2
X.EDUC-426	TESOL Practicum: Effective Teaching Strategies Field Experience	2

## Additional Licensure

### Overview and Contact Information

Through the MAT program, PaGE offers additional licensure options in:

- New level/subject area
- English language learners (PreK-6, 5-12)
- Special education/moderate disabilities (PreK-8, 5-12)

These additional licensure options are specifically designed to provide opportunities for current students pursuing initial licensure or teachers with the appropriate licensure to earn and independently apply for an additional license in ELL or moderate disabilities or an additional level/subject area. These courses also provide a depth of knowledge for any student entering the broader field of education who seeks to work with a range of learners. All additional licenses require a field-based internship



of at least 150 hours. Details for the specific internship requirements are available for each additional license.

## Contact Information

**Catherine Swift, Director, Teacher Licensure Programs**

**Ruth Hornsby, Assistant Director, Teacher Licensure Programs**

Merrill House

413-538-2610

<https://www.mtholyoke.edu/professional-graduate>

## New Level/Subject Area Additional Teaching License

Students interested in seeking a new level or subject area for license may take the courses they need through the additional licensure program and independently apply for the additional license in the new level or subject area of their choice.

In order to apply for your additional license, you should meet with the program director to identify the appropriate courses and/or field-based internship(s) that you will need to complete (for example, X.EDUC-495 Independent Study for 1 credit). Additionally, you will also need to complete the appropriate Massachusetts Tests for Educator Licensure, indicating how you have acquired subject matter knowledge for your particular license area, according to the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00.

## English as Second Language/English Language Learners Additional License

The English as a Second Language/English Language Learners (ESL/ELL) module provides students with the core competencies they need to be able to apply independently to Massachusetts for a license in English Language Learners.

These courses are specifically designed to provide opportunities for current students pursuing initial licensure or teachers with the appropriate licensure to earn and independently apply for an Additional License in ELL. These courses are taken individually as part of the regular January or summer session PaGE (Professional and Graduate Education) course offerings. They may be taken in any order, at your own pace, with the exception of X.ELL-438: ELL Internship II, which can only be taken after the successful completion of X.ELL-436: ELL Internship I.

In order to apply for your additional license, you should meet with the program director to identify the appropriate courses that you will need to complete. Additionally, you will also need to complete the appropriate Massachusetts Tests for Educator Licensure, indicating how you have acquired subject matter knowledge for your particular license area, according to the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00.

## Special Education/Moderate Disabilities Additional License (PreK-8, 5-12)

Our Special Education/Moderate Disabilities program provides students with the core competencies they need to be able to apply independently to Massachusetts for a license in Moderate Disabilities (PreK-8 or 5-12).

These courses are specifically designed to provide opportunities for both current students pursuing initial licensure as well as for teachers with the appropriate licensure to earn and independently apply for an Additional

License in Moderate Disabilities (PreK-8, 5-12). These courses are taken individually as part of the regular January or summer session PaGE (Professional and Graduate Education) course offerings. They may be taken in any order with the exception of X.SPED-438 Internship II (taken in the spring), which can only be taken after the successful completion of X.SPED-436 Internship I (taken in the fall).

In order to apply for your additional license, you should meet with the program director to identify the appropriate courses that you will need to complete. Additionally, you will also need to complete the appropriate Massachusetts Tests for Educator Licensure and successfully meet the requirements for the State Competency Review, indicating how you have acquired subject matter knowledge for your particular license area, according to the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00.

## Admission

To apply to the additional licensure program, prospective students must complete an application and upload all supporting materials via the online application (<https://www.mtholyoke.edu/professional-graduate/mat/how-to-apply>), except official transcripts, which need to be mailed to:

Amy Nichols  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (p. 406) for further information.

## Course Offerings

This course listing contains all graduate courses with subjects X.ELL and X.SPED including those intended for other programs. Please contact your advisor if you are unsure of courses that are appropriate for your program.

### English Language Learners (PreK-6, 5-12)

#### X.ELL-403 Research in Teaching English Language Learners

*Credits: 3*

This course introduces teacher candidates to the sociocultural context of schooling and examines current research in the field of ELL teaching and learning. The course will support teacher candidates in developing an orientation toward teaching as inquiry, as well as the ability to read and conduct classroom research. Critical qualitative methods (e.g., ethnography, case study, action research) will be considered and teacher research in the ELL classroom will be emphasized. Teacher candidates will develop and complete a qualitative inquiry project that investigates an aspect of language teaching or learning of interest to them.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Lopez*

*Restrictions: This course is offered for graduate students only.*

**X.ELL-416 Language Assessment and Classroom Practice***Credits: 2*

Brief introduction to theory and practice in assessing students' academic English proficiency. Students will learn about purposes of and types of language assessments (e.g., large-scale standardized tests like WIDA ACCESS, alternative assessments like portfolios, formative assessments) and practice designing oral language assessment tasks and using rubrics to evaluate student writing.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Accurso*

*Restrictions: This course is offered for graduate students only.*

**X.ELL-418 Second Language Acquisition and Classroom Practice***Credits: 2*

This course will a) introduce students to theories of second language acquisition (cognitive, social, and linguistic influences) and how these inform teaching practices, and b) introduce teaching methods and approaches to teaching ELLs so students can begin to make informed context-sensitive decisions about language teaching methods, techniques, lesson planning, materials, classroom management, etc.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Accurso*

*Restrictions: This course is offered for graduate students only.*

**X.ELL-421 Linguistics for Teachers***Fall. Credits: 2*

This course provides teacher candidates with an in-depth analysis of the structural and functional components of language: syntax, phonetics, phonology, morphology, semantics, register, and genre. Teacher candidates will apply concepts to language teaching and learning. The course will also include an in-depth look at functional linguistics and critical genre theory, focusing on how language functions in academic speech and writing.

*Applies to requirement(s): Meets No Distribution Requirement*

*H. Graham*

*Restrictions: This course is offered for graduate students only.*

**X.ELL-422 Practicum Seminar in Teaching and Learning: Elementary ELL Education***Not Scheduled for This Year. Credits: 4*

This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Instructor permission required.*

*Advisory: Students must be enrolled in the ELL MAT program and have successfully completed of all required MTEs. Students may only register for X.ELL-422 if concurrently taking X.ELL-423.*

**X.ELL-423 Student Teaching English Language Learners in Elementary Schools***Not Scheduled for This Year. Credits: 10*

Teacher candidates participate in full-time supervised student teaching of grades PK-6 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students' development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Instructor permission required.*

*Advisory: Students may only register for X.ELL-423 if concurrently taking X.ELL-422.*

*Notes: This course is graded on a credit/no credit basis.*

**X.ELL-426 Methods in Teaching English to K-12 Speakers of Other Languages (TESOL Methods)***Fall. Credits: 4*

This course focuses on applying theories, principles, and evidence-based methods of second language acquisition to the development of materials, lessons, and curricula for teaching disciplinary English to K-12 speakers of other languages. Teacher candidates will cultivate skills in the design and delivery of contextualized lesson plans, develop expertise in the selection and evaluation of materials such as textbooks, computer-assisted materials, and realia, and demonstrate their understanding of critical issues in teaching ELLs. Teacher candidates must simultaneously be participating in pre-practicum observations.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Lopez*

*Restrictions: This course is offered for graduate students only.*

*Prereq: X.ELL-418.*

*Advisory: X.ELL-403 advised but not required.*

*Notes: Requires a field experience in an educational setting.*

**X.ELL-431 Student Teaching English Language Learners in Secondary Schools***Spring. Credits: 10*

Teacher candidates participate in full-time supervised student teaching of grades 5-12 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students' development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

*Instructor permission required.*

*Advisory: Students may only register for X.ELL-431 if concurrently taking X.ELL-433.*

*Notes: This course is graded on a credit/no credit basis.*

**X.ELL-433 Practicum Seminar in Teaching and Learning: Secondary ELL Education***Spring. Credits: 4*

This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

*Applies to requirement(s): Meets No Distribution Requirement**D. Yousfi**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: Students must be enrolled in the ELL MAT program and have successfully completed of all required MTEs. Students may only register for X.ELL-433 if concurrently taking X.ELL-431.***X.ELL-436 Teaching English Language Learners Internship 1***Fall. Credits: 2*

Students pursuing an additional license in teaching English language learners are expected to complete a supervised field experience of at least 60 hours in an approved ELL program in a public school setting (e.g., ELL content classroom, push-in teaching, pullout to separate classroom). In addition to the field experience component, students attend biweekly course meetings, during which they will have the opportunity to learn more about ELL program models and policy trends, English language development standards (e.g., WIDA, Next Generation ESL), tracking student development, advocacy, professional collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**K. Accurso, R. Hornsby**Restrictions: This course is offered for graduate students only.**Prereq: X.ELL-418.***X.ELL-438 Teaching English Language Learners Internship 2***Spring. Credits: 3*

Students pursuing an additional license in teaching English language learners are expected to complete a supervised field experience of at least 100 hours in an approved ELL program in a public school setting (e.g., ELL content classroom, push-in teaching, pullout to separate classroom). In addition to the field experience component, students attend weekly course meetings, during which they will have the opportunity to learn more about language development in the four domains (listening, speaking, reading, writing), planning curriculum for effective English language instruction in K-12 standards based settings, and ELLs and technology.

*Applies to requirement(s): Meets No Distribution Requirement**K. Accurso, R. Hornsby**Restrictions: This course is offered for graduate students only.**Prereq: X.ELL-416, X.ELL-418, and X.ELL-436.***X.ELL-451 English Language Development Standards and Assessment Framework***Credits: 1*

This course introduces teacher candidates to the WIDA English language development standards and assessment framework, with a particular focus on understanding the large-scale standardized assessment of English language learners (e.g., WIDA ACCESS 2.0). This course will prepare teacher candidates to understand test design, prepare to participate in administrator training, and interpret score reports in ways that support their ability to use assessment to inform instruction and communicate with students and families about students' English language development needs and progress.

*Applies to requirement(s): Meets No Distribution Requirement**A. Lugo**Restrictions: This course is offered for graduate students only.***X.ELL-463 Teaching English Language Learners: Sheltered English Immersion Endorsement Standalone***Credits: 3*

This course is offered for teachers seeking SEI endorsement. It serves as the ReTELL course that provides an overview of pragmatic pedagogical strategies for including English Language Learners in content area classroom instruction. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

*Applies to requirement(s): Meets No Distribution Requirement**H. Graham**Restrictions: This course is offered for graduate students only.**Advisory: This course is offered for licensed Massachusetts teachers and teacher candidates seeking SEI endorsement***Special Education/Moderate Disabilities (PreK-8, 5-12)****X.SPED-416 Interventions for Behavior and Classroom Management***Credits: 1*

In this course students will review research, theories, and practices for responding to challenging behavior. Topics will include establishing effective rules and procedures, classroom- and school-wide behavior management systems, and approaches for addressing individual student behavior and developing relationships with children and support professionals to improve behavior across settings.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.SPED-421 Assistive Technology for Special Education***Fall. Credits: 1*

This course provides an introduction to teaching with technology and, more specifically, how assistive technologies can be used by individuals with disabilities, PreK-12, to enhance the teaching and learning experience. Students will have the opportunity to explore a range of devices, applications, software, etc. that enhance access to academic and non-academic learning in schools. Course assignments will help students develop an understanding of how to assess student assistive technology needs, employ and monitor interventions, and improve teaching through the use of technology.

*Applies to requirement(s): Meets No Distribution Requirement**A. Osborne**Restrictions: This course is offered for graduate students only.**Instructor permission required.*

**X.SPED-422 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8***Spring. Credits: 4*

During seminar students will discuss the teaching of children PreK-8 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass**Restrictions: This course is limited to Mount Holyoke MAT students only**Coreq: X.SPED-423.**Advisory: For MAT students pursuing special education licensure***X.SPED-423 Student Teaching in Inclusive and Substantially Separate Classrooms for Students PreK-8 with Moderate Disabilities***Spring. Credits: 10*

Teacher Candidates (TC) undertake full-time supervised student teaching from January through June in PreK-8 classrooms for students with Mild/Moderate Disabilities. The student teaching is comprised of over 600 hours of mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Instructor permission required.**Coreq: X.SPED-422.**Notes: This course is graded on a credit/no credit basis.***X.SPED-426 The Inclusive Classroom***Credits: 2*

This course surveys the etiology, diagnosis, and remediation of learning differences including dyslexia, attention deficit disorder, autism, as well as factors that influence a child's readiness to learn. Students present, discuss, question, and exchange ideas that contribute to an overall understanding of special education in the field. With an emphasis on inclusion in schools, students explore the impact of current policies, assessments, and practices. Students will have the opportunity to examine and practice applying interventions and approaches that support student engagement and prosocial behavior. The focus is on adapting the learning environment, classroom structures, and teaching approach so that all children, regardless of learning strengths and needs are supported to reach their potential and achieve meaningful goals.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: An introductory course in Special Education and permission of the instructor.***X.SPED-431 Student Teaching in Inclusive and Substantially Separate Classrooms for Students Grades 5-12 with Moderate Disabilities***Spring. Credits: 10*

Teacher Candidates (TC) undertake full-time supervised student teaching from January through June in Grades 5-12 classrooms for students with Mild/Moderate Disabilities. The student teaching is comprised of over 600 hours of mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Instructor permission required.**Coreq: X.SPED-433.**Notes: This course is graded on a credit/no credit basis.***X.SPED-433 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure 5-12***Spring. Credits: 4*

During seminar students will discuss the teaching of children grades 5-12 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass**Restrictions: This course is limited to Mount Holyoke MAT students only**Coreq: X.SPED-431.**Advisory: For MAT students pursuing special education licensure***X.SPED-436 Moderate Disabilities Internship I***Fall. Credits: 2*

Students are expected to complete a supervised field experience of at least 60 hours in a self-contained special education classroom in a public school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for self-contained special education classrooms.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: When offered in January intersession, undergraduate students pursuing licensure may seek permission to register.**Notes: Credit/no credit grading.*



**X.SPED-438 Moderate Disabilities Internship II***Spring. Credits: 3*

Students are expected to complete a supervised field experience of at least 100 hours in an inclusive classroom in a public school setting. In addition to the field experience component, students attend weekly course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Advisory: When offered in January intersession, undergraduate students pursuing licensure may seek permission to register.**Notes: This course is graded on a credit/no credit basis.***X.SPED-441 Differentiated Instruction for Diverse Learners***Credits: 2*

This course will address the design and modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Students will learn ways to prepare and maintain students with disabilities to succeed in general education classrooms, to monitor academic and behavioral progress, and to make instructional decisions accordingly. Students will experiment with a variety of technological tools for teaching PreK-12 such as applications and web-based tools that for student engagement and progress monitoring. Coverage will include instruction on assistive technology, including AAC, to support students with disabilities to learn in the least restrictive environment.

*Applies to requirement(s): Meets No Distribution Requirement**K. Boisvert**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only***X.SPED-447 Assessment and Instruction for Exceptional Learners***Fall. Credits: 3*

In this class, students will examine legal policies and ethical principles of measurement and assessment related to special education referral, eligibility, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds. Through course activities students learn to: administer psychoeducational and achievement tests; explore formal and informal assessments that minimize bias; interpret results and use data to guide educational decisions for individuals with exceptionalities; make collaborative, data-based decisions with and about learners; monitor the learning progress of individuals with exceptionalities.

*Applies to requirement(s): Meets No Distribution Requirement**L. Nunes**Restrictions: This course is offered for graduate students only.***X.SPED-463 Foundations of Reading: Development, Comprehension, Instruction, and Assessment***Credits: 4*

Reading development, assessment, comprehension and instruction are central to the course. Through a combination of readings, lectures, & experiences, this course will provide students with the knowledge & skills to assess literacy needs and implement effective language arts instruction for all learners. The course includes a study of the writing process, with coverage of phonics, spelling, & grammar. The Massachusetts Curriculum Framework for English Language Arts and Literacy is addressed, as are all content objectives for the Foundations of Reading MTEL test required of Early Childhood, Elementary, and Moderate Disabilities (PreK-8 and 5-12) licensure candidates in the Commonwealth.

*Applies to requirement(s): Meets No Distribution Requirement**S. Frenette**Restrictions: This course is offered for graduate students only.**Advisory: Requires a field-experience in an educational setting***X.SPED-471 Legal Perspectives in Special Education***Credits: 1*

This course will review state and federal laws and regulations that represent the requirements for special education. Participants will be introduced to concepts including educational terminology for students with mild to moderate disabilities; preparation, implementation, and evaluation of Individualized Education Programs (IEPs); review of federal and state laws and regulations pertaining to special education and the history of special education.

*Applies to requirement(s): Meets No Distribution Requirement**K. Carriere**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Notes: The class will include (hybrid: virtual or in-person) weekly synchronous meetings as well as asynchronous learning modules that students will complete independently.***X.SPED-481 Special Education Law: Transitions, Collaboration, and Applications***Credits: 2*

This online course will review state and federal laws and regulations which governing special education and their implications, including preparation, and evaluation of Individualized Education Programs (IEPs), knowledge of transition services and services provided by other agencies, strategies for building and maintaining collaborative partnerships with team members, the role of families in advocacy and planning, and cultural variables that influence school culture and accessibility.

*Applies to requirement(s): Meets No Distribution Requirement**K. Carriere**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**Notes: The class will include (hybrid: virtual or in-person) weekly synchronous meetings as well as asynchronous learning modules that students will complete independently.*

**X.SPED-495 Independent Study***Fall and Spring. Credits: 1 - 4*

Students enrolled in this course collaborate with the instructor to further their learning in teacher leadership through advanced independent research or an academic project on a specific topic that is distinct from existing course offerings within the MATL program of study. Together they outline a series of academic activities and unique work products that the student generates throughout the semester to demonstrate learning. Some examples include: conducting in-depth research, developing programs or curriculum related to instructional leadership, mentoring, and coaching, writing comprehensive papers for presentation and/or publication in education journals.

*The department**Instructor permission required.*

*Notes: In fall, spring, and full summer terms, this independent study may range from 1 to 4 credits. In January and partial summer terms (Summer 1, Summer 2), this independent study may range from 1 to 2 credits.*

## Graduate Tuition, Fees, Financing, and Financial Aid

### 2018-2019 Tuition

#### Master of Arts in Teaching (M.A.T.) Courses

Fee	Amount
Per-credit tuition cost	\$681
Minimum credits for degree	36
Anticipated program tuition	\$24,516

Some courses may require fees for laboratory use, materials, etc. Specific concentrations may require additional work, e.g. the MAT, Special Education program requires 38 credits.

#### MAT, Mathematics Teaching Courses

Fee	Amount
Per-credit tuition cost	\$766
Minimum credits for degree	32
Anticipated program tuition	\$24,512

Some courses may require fees for laboratory use, materials, etc.

#### MAT, Teacher Leadership Courses

Fee	Amount
Per-credit tuition cost	\$766
Minimum credits for degree	32
Anticipated program tuition	\$24,512

Some courses may require fees for laboratory use, materials, etc.

#### Non-Degree and Institute For-Credit Courses

Fee	Amount
Per credit tuition cost	\$681

Some courses may require fees for laboratory use, materials, etc.

#### Non-Credit Courses

Fee	Amount
Per credit tuition cost	\$549

Some courses may require fees for laboratory use, materials, etc.

### Additional Course Tuition

Students who elect additional courses beyond those required for their program (e.g., for an additional licensure or area of concentration) will pay tuition on a per-credit basis.

### Customized On-site Professional Development and Workshops

Schools or organizations interested in setting up customized professional development or workshops should contact the program director to discuss their needs.

### Enrollment Deposit

To secure their place in the program, admitted applicants will pay a non-refundable \$300 deposit that will be applied as a credit on their first bill.

### Student Government Association (SGA) Fee

The Student Government Association (SGA) fee is required of all graduate students in campus-based programs, which includes students enrolled in the fall in the M.A.T. program. The SGA establishes the fee and determines the distribution of the funds. This fee supports campus-based events and organizations and the Five College buses. For 2018-2019 the SGA fee is \$109.

### Health Insurance

Massachusetts law requires that all students have adequate health insurance coverage. Mount Holyoke recommends the Student Health Insurance Plan offered through the College. In July, students are billed for health insurance for one calendar year with coverage beginning August 15. Domestic students may waive coverage with proof of comparable coverage in another plan prior to the start of fall classes (or spring classes for spring matriculants). Students waiving coverage must do so annually by the waiver deadline. All international students are required to carry the Mount Holyoke College Student Health Insurance Plan unless they are covered by an embassy plan. For 2018-2019 the annual cost for health insurance is \$2,055.

### Transcript Fee

Current students may order official transcripts through my.mtholyoke. The \$4 transcript fee will be charged to an active student's account. A student must pay all past due balances on the account before transcripts will be issued. Former students must prepay the transcript fee.

### Late Drop Fee

Applicants who need to withdraw from a January or Summer course should send an immediate email clearly stating the request to withdraw from a specific course and session date to [page@mtholyoke.edu](mailto:page@mtholyoke.edu). (page@mtholyoke.edu) If the email message is received before the first class meeting, the applicant will be eligible for a full refund.

### Billing

No paper bills will be sent. The tuition is billed for the upcoming semester at the following times during the year based on enrollment. Additional monthly bills are created for any changes based on actual enrollment after the add/drop period.

Fee	Amount
For this semester:	Bills will be issued / and payment will be due:

Summer session 1	Early May. Payment due by May 29.
Summer Session 2	Early June. Payment due by July 9.
Fall semester	Early August. Payment due by September 5.
January term	December. Payment due by January 2.
Spring semester	December. Payment due by January 22.

Bill amounts are specific for each student, and depend on a student's actual enrolled credits, their academic plan and progress, and the billing term. For specific details, students should consult with their Academic Advisors and Student Financial Services (<https://www.mtholyoke.edu/sfs/graduate-programs>).

An email will be sent to the student's email account when bills have been posted and are ready for viewing. Payment for all charges is typically due within 30 days. Students may view charges and credits on their student account by logging into my.mtholyoke and choosing "Course Registration and Bill Payment" then "Student Account and Payment" from the Self-Service Menu. Students may authorize parents, guardians, or others for bill viewing and payment by creating an authorized user account in TouchNet. Authorized users may view students' account information by logging in to TouchNet.

Student account information will not be shared with anyone who is not authorized by the student per federal regulation. Students must authorize other sponsors to view the bill and to receive notification when the monthly bill is prepared.

Past due balances will incur a late fee of 1% each month on balances over \$100. Students who have not paid (or made arrangements acceptable to Student Financial Services to pay) by the following dates will be automatically dropped from their courses for the unpaid term:

- Summer session 1: June 5
- Summer session 2: July 16
- Fall semester: September 25
- January term: January 3
- Spring semester: February 11.

No student may register for classes, 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. If you would like 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.

## Financial Aid

Funding their education is a concern for many students. Mount Holyoke's Office of Student Financial Services works closely with students to talk about what federal aid resources might be available.

## Financing

Please read the information on Resources for Funding Your Education (<https://www.mtholyoke.edu/professional-graduate/resources-funding-your-education>) for scholarships, fellowships, and other resources that can help defray the costs of education, such as the following:

### Mount Holyoke College Partnerships

#### Teach Western Mass M.A.T. Fellowship (<http://teachwesternmass.com/TWM-fellowship>)

A fellowship and stipend for students enrolled in Mount Holyoke College's Master of Arts in Teaching (M.A.T.) degree program. In addition to a \$9,999 living stipend, Fellows will have unique development opportunities through one-on-one mentorship, monthly professional development sessions, and continued access to the resources of Smith Education & Child Study Program and Mount Holyoke College. Students enrolled in the Fellowship Program will graduate and enter a two-year full-time teaching commitment with one of twenty-six Teach Western Mass partner schools.

#### Peace Corps Scholarship (<https://www.peacecorps.gov/volunteer/university-programs/coverdell-fellows>)

In partnership with the Paul D. Coverdell Fellows Program, Professional and Graduate Education programs offer a 50% tuition remission to Returned Peace Corps Volunteers. Students who wish to apply for this must submit an essay for the M.A.T. Promising Teacher Award, as well as a certificate from Peace Corps illustrating that they have completed (or expect to complete) their program.

#### City Year Scholarship ([http://alumni.cityyear.org/page/MHC\\_GradPrograms](http://alumni.cityyear.org/page/MHC_GradPrograms))

In partnership with City Year, Professional and Graduate Education programs offer 50% tuition remission for City Year alumni who are aspiring school teachers.

#### Holyoke Public Schools Urban Teacher Pathway

The Urban Teachers Pathways Program ([http://www.masslive.com/news/index.ssf/2016/03/holyoke\\_teachers\\_work\\_towards.html](http://www.masslive.com/news/index.ssf/2016/03/holyoke_teachers_work_towards.html)), an initiative that allows district educators the opportunity to pursue master's degrees at the College while they continue to work. Program applicants must have a bachelor's degree, be nominated by a supervisor, and have successfully completed the Communications and Literacy Massachusetts Test for Education Licensure examination.

### Mount Holyoke College Scholarships

Scholarship Applications for 2018-2019 are available online ([https://gradadmission.mtholyoke.edu/apply/?\\_ga=2.22889139.928383739.1507724377-1470126566.1476995008](https://gradadmission.mtholyoke.edu/apply/?_ga=2.22889139.928383739.1507724377-1470126566.1476995008)). Applications for scholarships are accepted on a rolling basis, on a first-come, first served basis. Each program has a priority deadline; applications submitted before the deadline will take first priority. After the deadline, scholarship applications will be considered on a funding-available basis. Priority deadlines for 2018-19 were:

- Masters of Arts in Teaching (MAT): January 31
- MAT, Mathematics Teaching: April 30
- MAT, Teacher Leadership: March 30

#### Community Scholars Scholarship

This award is open to nondegree seeking students taking a course for credit. To be considered for this scholarship, applicants must address the following question in 500-1000 words: How will this course and award empower you in your work or to achieve your professional goals? How might you use the knowledge you gain from it to pay it forward? Community Scholars Scholarship amounts usually range from \$200-\$500 per credit. Several scholarships are awarded each year depending on funds available.

#### Mount Holyoke Alumnae Scholarship

This award is open to students who received their bachelor's degree from Mount Holyoke College who are committed to serving students in order

to build a stronger education system. To be considered for a scholarship, applicants must submit a 500-1000 word personal statement on their qualifications for this scholarship and their professional goals as they relate to being educational leaders. Mount Holyoke Alumnae Scholarship amounts usually range from \$1,000 - \$3,000. Several scholarships are awarded each year depending on funds available.

### Promising Teacher Scholarship

This award is open to students who demonstrate a dedication to education, student learning, and aspire to affect change in their school, district, or beyond. Preferred candidates should demonstrate evidence of academic and professional potential and personal commitment to social justice, equity, and/or leadership in education. To be considered for this scholarship, applicants must submit a 500-1000 word personal statement on their qualifications for this scholarship and their dedication to educational excellence and leadership. Promising Teacher Scholarship amounts usually range from \$1,000 - \$4,000. Several scholarships are awarded each year depending on funds available.

### Sonia Nieto Diverse Educator Scholarship

This award is open to students who demonstrate a dedication to education, student learning, and aspire to affect change in their school, district, or beyond. The purpose of this scholarship is to create a pathway for preparing teachers who represent the diverse range of children we serve in schools. Preferred candidates will be from underrepresented groups, demonstrate evidence of academic and professional potential, and have a personal commitment to social justice, equity, and/or leadership in education.

To be considered for this scholarship, applicants must submit a 500-1000 word personal statement on their qualifications for this scholarship and explore how your work will either (1) address the issue that “A community that is diverse, but not equitable and inclusive, cannot achieve its full potential”, or (2) reflect on how you believe diversity drives innovation and fosters creativity, and how you would anticipate incorporating and supporting diversity, equity and inclusion into your professional practices.

Sonia Nieto Scholarship amounts usually range from \$3,000 - \$5,000, with a maximum of \$10,000. Several scholarships are awarded each year depending on funds available.

### Global Educator Scholarship

This award is open to students who have demonstrated behaviors focused on “thinking globally and acting locally” and who demonstrate a commitment to integrating global themes into their work. The themes addressed could include: global languages and culture; intercultural competence, environmental sustainability, or human dignity and rights. Preferred candidates will demonstrate (1) evidence of global experience thought academics, extracurricular participation, community involvement, or work experience, and (2) professional potential and personal commitment to social justice, equity, and/or leadership in education.

To be considered for this scholarship, applicants must submit a 500-1000 word personal statement on their qualifications for this scholarship and discuss what it means to be a global citizen and how they would anticipate incorporating global perspectives in their academic and professional endeavors. Global Educator Scholarship amounts usually range from \$3,000 - \$5,000, with a maximum of \$10,000. Several scholarships are awarded each year depending on funds available.

### Critical Impact Scholarship

This award is open to students who demonstrate a dedication to working in areas of high need and/or in underserved areas or communities.

Current areas of high need include: English as a Second Language, Special Education, and STEM. The purpose of this scholarship is to prepare educators to contribute in the areas of highest need. Preferred candidates will demonstrate evidence of academic and professional potential, and personal commitment to excellence and leadership in education. To be considered for this scholarship, applicants must submit a 500-1000 word personal statement on their qualifications for this scholarship and their professional goals as they relate to the area of high needs they would like to work in.

Critical Impact Scholarship amounts usually range from \$3,000 - \$5,000. Several scholarships are awarded each year depending on funds available.

### Emerging Leader Scholarship

This award is open to students who show potential and interest in assuming a leadership role in their field. To be considered for this scholarship, applicants must submit a 500-1000 word personal statement on their qualifications for this scholarship and their professional goals as they relate to being leaders in their field.

Emerging Leader Scholarships range up to \$5000. Several scholarships are awarded each year depending on funds available.

### Distinguished Teacher Leader Scholarship

This scholarship is intended to honor outstanding educators who have received formal acknowledgement of their expertise and leadership in teaching. This selective scholarship is available to those who have been chosen as recipients of one of the awards below. The Scholarship amount is \$10,000. Awardees may use the scholarship or nominate one colleague to whom they wish to transfer it. (Transfer does not guarantee admittance to the program. The scholarship may only be transferred to someone who is not a current graduate student at Mount Holyoke College.) To transfer this scholarship award to a colleague, the initial recipient must fill out the Transfer Nomination Form (<https://gradadmission.mtholyoke.edu/register/DistinguishedTeacherNomination>) indicating who you would like to transfer your award to and why. Nominees for an award transfer will need to provide a personal statement on their commitment to excellence and leadership in education along with their application.

Recipients of one of the awards below automatically receive the Distinguished Teacher Leader Scholarship upon acceptance into the program and verification of their award status. Award Categories

- **Kevin Grover:** State Teachers of the Year or runners up for the State Teacher of the Year
- **Pioneer Valley:** Recipients of a Pioneer Valley Excellence in Teaching Award

## Mount Holyoke College Fellowships

### Global Teacher Leader Fellowship

This award provides tuition remission for students who are seen as leaders in the field who have the potential to support scholarship in the field of education. Graduate student fellows are responsible for contributing to Mount Holyoke College's efforts in research, professional engagement, global initiatives and they work closely with faculty to develop unique projects. Up to two fellowships will be awarded each year.

To be considered for this fellowship, applicants must address the following question in 500-1000 words: How do you see yourself contributing to Mount Holyoke College's efforts in research, professional engagement, and global initiatives. Please include information



about why you need the fellowship to attend, including any relevant information on your background, particularly what your goals are, and how having the opportunity to would help advance those goals. A letter of recommendation is also required.

Global Teacher Leader Fellowship amounts usually range from \$6,000 - \$8,000 up to a maximum of \$12,000. Two fellowships are awarded each year depending on funds available.

## Private Scholarships

Professional organizations, community organizations, and fraternal organizations are all places to consider when looking for private scholarships. Additionally, there may be career-specific scholarships, or scholarships based on particular aspects of your life (for women, for veterans, for people living in certain counties, etc.). For instance, many students in our Mathematics Teaching graduate program apply to National Council of Teachers of Mathematics Education Trust (<http://www.nctm.org/met>) for scholarships and support. Mount Holyoke College undergraduate alumnae may apply for Alumnae Fellowships ([http://alumnae.mtholyoke.edu/career/alumnae-fellowships/?utm\\_source=blast&utm\\_medium=email&utm\\_campaign=fellowships](http://alumnae.mtholyoke.edu/career/alumnae-fellowships/?utm_source=blast&utm_medium=email&utm_campaign=fellowships)).

## Employer Tuition Assistance

Students should explore tuition benefits that may be offered by their employer. Benefits may include tuition reimbursement, scholarships, or waivers. Employers may provide up to \$5,250 in employer education assistance benefits for undergraduate or graduate courses tax-free each year, per section 127 of the Internal Revenue Code. You do not necessarily need to be seeking a degree to be eligible. Many employers will require that you stay at the organization for some time once you've completed the degree.

## Veterans Benefits/GI Bill<sup>®</sup>

For veterans who qualify, GI Bill benefits ([https://www.benefits.va.gov/gibill/higher\\_learning.asp](https://www.benefits.va.gov/gibill/higher_learning.asp)) may offer the cost of tuition, fees, books and housing. GI Bill is a registered trademark of the U.S. Department of Veterans Affairs (VA).

## Loans and Grants

There are a variety of federal and private types of financial aid available for graduate students, including (more information follows the list):

- Federal TEACH Grant (<https://studentaid.ed.gov/sa/types/grants-scholarships/teach>)
- Federal Direct Student Loan (<https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized>)
- Grad PLUS Loan (<https://studentaid.ed.gov/sa/types/loans/plus>)
- Massachusetts Educational Financial Authority (MEFA) Graduate Student Loan (<https://www.mefa.org/pay/loanproducts>)
- Private Student Loans (<https://studentaid.ed.gov/sa/types/loans/federal-vs-private>)
- Teacher Loan Forgiveness (<https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher>)

Student Financial Services works closely with students to ensure that they are aware of the different financing options available to best suit their individual needs.

### TEACH Grant

The federal TEACH Grant Program (<https://studentaid.ed.gov/sa/types/grants-scholarships/%20teach>) provides grants of up to \$3,728 a year to full time graduate students who are completing or plan to complete the

coursework needed to become teachers. (A graduate student may receive a total of two scheduled awards for a total of \$7,456 provided they are in attendance full-time for two years.) There are a number of conditions and requirements (<https://www.mtholyoke.edu/sfs/federal-teach-grant>) that must be met in order to receive the TEACH grant.

### Federal Direct Student Loan

Graduate students are eligible for the Federal Direct Student Loan (FDSL) for up to \$20,500 for the academic year, provided they are enrolled in at least four credits per semester. The FDSL loan interest rate for the 2016-17 academic year is 5.31% and the loan is unsubsidized (interest accrues on the loan during periods of enrollment). Repayment begins six months after the student is no longer enrolled in at least four credits. Graduate students may borrow a maximum amount of \$138,500 for their graduate/professional education. Students must complete the Free Application for Federal Student Aid (FAFSA) and complete entrance counseling and a promissory note

### Grad PLUS Loan

Grad PLUS loans are available for up to the cost of attendance minus any other awarded financial aid (including loans). The interest rate for the 2016-17 academic year is 6.31% and repayment begins two months after the last disbursement for the academic year. Graduate students must be enrolled in at least four credits to be eligible for federal loans. Students must file the Free Application for Federal Student Aid (FAFSA) and a Grad PLUS application to be considered for a Grad PLUS loan.

### MEFA Graduate Student Loan

Massachusetts Educational Financial Authority (MEFA) is a non-profit state agency that offers financing to U.S. citizens or permanent residents who are studying at least half time at accredited degree-granting non-profit colleges and universities. The MEFA Graduate Student Loan for the 2016-17 academic year has a fixed interest rate of 6.09% during the in-school period and 6.89% during repayment. The deferred repayment fixed interest rate is 6.29%.

### Private Student Loans

Student Financial Services strongly suggests that all federal financing options be maximized prior to turning to non-federal financing alternatives. Federal loans offer repayment options based on income and have forbearance and deferral options during times of extreme economic hardship that other loan programs do not offer. Also, some federal loan programs offer loan reductions or forgiveness for public service and teaching in high need areas.

Students interested in private (alternative) student loans may find more information by contacting Student Financial Services (<https://www.mtholyoke.edu/sfs>).

### Teacher Loan Forgiveness

The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, those who teach full-time for five complete and consecutive academic years in certain elementary and secondary schools and educational service agencies that serve low-income families, and meet other qualifications may be eligible for forgiveness of up to a combined total of \$17,500 on their Subsidized and Unsubsidized Federal Stafford Loans and Federal Direct Loans. Those who have PLUS loans only are not eligible for this type of forgiveness. The Federal Student Aid website (<http://www.studentaid.ed.gov>) is a good resource for more information.

## Private Loans for International Graduate Students

Many of the private lenders who lend to Mount Holyoke undergraduates will also lend to graduate students who have qualified co-signers who are U.S. citizens or permanent residents.

## Tax Benefits for Education

There are a variety of Qualified Tuition programs that allow for tax-free college savings plans, including 529 plans, Coverdell Education Savings Accounts, and others.

Graduate students may also be eligible for education related tax credits, including the Lifelong Learning Tax Credit (up to \$2,000 annually), qualified educational expense deductions, student loan interest deductions, and business deductions.

Please see IRS Publication 970 "Tax Benefits for Education" (<https://www.irs.gov/pub/irs-pdf/p970.pdf>) for more information.

## Refund Policies

### Tuition Refund

Students who withdraw or take a leave of absence during the fall or spring semesters will be refunded per the schedule outlined below. The official withdrawal date for a student is determined by the PaGE program director. The PaGE office must receive written notice of the student's intent to withdraw. Please see Withdrawal from the College in the Academic Regulations (p. 23) chapter for more information.

Students will be refunded 100 percent of their previously paid tuition, less the enrollment deposit for new students, if the PaGE office receives written notice of an official withdrawal or leave of absence before the first day of classes. If a student officially withdraws or takes a leave of absence on or after the first day of classes of a particular term or session of the fall or spring semester, refunds occur on the following schedule:

#### Fall and Spring Refund Schedule

Weeks	Percentage
Week 1	90%
Weeks 2-3	75%
Weeks 4-5	50%
Weeks 6-7	25%

#### Summer Session Tuition Refund Schedule

Weeks	Percentage
Weeks 1	75%
Weeks 2	50%
Weeks 3	25%

Summer courses are typically shorter than fall and spring courses. Students requesting refunds before the first day of the Summer session are entitled to a full refund, less the enrollment deposit paid.

### January Tuition Refund

January session is typically only two weeks long. For this reason, refunds are not given to students who withdraw or take a leave of absence during the January session. Students requesting refunds before the first day of the January session are entitled to a full refund, less the enrollment deposit paid.

## Refund of Scholarships

If a student receiving a scholarship drops or withdraws from a class, the amount of the scholarship applied towards the student bill will be proportional to the amount billed per the tuition refund schedule above.

## Refund of Federal Student Loan

Federal aid refund policies are different than institutional refund policies. For students receiving federal loans for the fall or spring, "earned" loan funds are prorated based on the time enrolled (percent earned vs. unearned). Grad PLUS loans are returned before the Federal Direct Student Loan when loan funds must be returned.

## Refund of Fees

There is no refund of the Student Government Association fee if a student withdraws on or after the first day of classes. During the fall and spring semesters, no per-credit tuition adjustments will be made for classes dropped after the fifteenth day of classes unless the student takes a leave of absence or withdraws from the College at which point the above refund schedule will apply. If there are any credits on a withdrawn student's account after charges are adjusted, refunds will be sent to the student within 30 days of notification of change in status.

## PaGE Academic Policies

### Academic Standards

The academic requirements for graduate students include timely completion of all College, graduate program, and individual academic program requirements.

Students are expected to enroll in the courses per their approved program of study and submit any proposed changes to their program plan to their advisors, in advance, for approval.

Students are expected to be enrolled in all terms required by their degree program. The only exception to this requirement occurs when the student is granted an official leave of absence by the Professional and Graduate Education Executive Director, with the concurrence of the director of their program.

### Satisfactory Academic Progress

Students in the graduate programs are required to obtain a B or better in all coursework. Any grades lower than a B- are not acceptable and can not be used towards the completion of a degree. In instances where a student has not met this requirement, the student must meet with the program director/advisor who, in consultation with the Executive Director of Professional and Graduate Education, will determine if the student can proceed in the program.

Incomplete grades are awarded at the discretion of the instructor in concurrence with the Executive Director of PaGE. Incompletes that remain unchanged after the end of the authorized extension are converted to F grades.

To maintain full eligibility for federal student aid funds, satisfactory academic progress must be maintained. Graduate students who fail to complete the total number of credits attempted, whose cumulative GPA falls below 3.00 or whose years of enrollment in the program exceed the statute of limitations for the academic program will lose eligibility to receive any future federal student aid funds at Mount Holyoke. Student Financial Services will notify the student of the loss of federal eligibility and the appeal process available to request aid eligibility be reinstated.

## Statute of Limitations

For students who start an 11-month graduate degree program, requirements must be completed within a three-year period from the semester of admission. For students who start a two-year graduate degree program, requirements must be completed within a four-year period from the semester of admission.

## Grading Policies

The grades of A and B (with "+" and "-") are acceptable for graduate credit. Anything lower than a B- is not acceptable toward the degree.

Grade	=	Points
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

## Incompletes and Extensions

Incompletes and extensions are to be used to address unanticipated emergencies only. During the semester, course instructors have full discretion with regard to the granting of extensions when students need extra time to complete assignments or examinations. Prior to the last class in a given semester, however, students who need any further extension must consult with their instructor. In order to be eligible for an extension to complete course work beyond the end of the semester, a student must experience a medical or personal emergency that could not have been anticipated that prevents him/her from completing the final work in a course.

Per College policy, faculty are not allowed to accept work after the noon deadline on the last day of the examination period unless a student has an authorized extension. Students are strongly advised to plan ahead as much as possible and request an authorized extension.

How to apply for an extension/incomplete:

1. Student formally requests an extension prior to the last class for the given semester.
2. The formal request details the process fully and will be sent to the Executive Director for review.
3. The Executive Director will consult with the course instructor when determining whether to grant/deny the extension/incomplete.
4. The student and instructor will be informed of the final decision.
5. If an extension is approved, the student and the instructor will finalize an agreed upon date for completion of all work.
6. All of a student's outstanding work must be completed in compliance within the agreed upon timeline for the student to continue with the academic plan.

## Transfer of Graduate Course Work

The College will accept transfer of up to two graduate courses, after a review has determined that the courses meet the content requirements of the particular program. However, all students completing the degree must still complete the full number of degree credits for their specific program by selecting among the alternative electives available through Mount Holyoke's Professional and Graduate Education programs.

### Course Eligibility Requirements

Grades received for courses requested for transfer must be "B" (3.00) or better. Graduate level courses to be transferred must have been taken no more than three years prior to the student's acceptance into the Master's program and may not have been used previously to fulfill the requirements for any other degree, certificate or diploma program. An official transcript and syllabus of the course(s) to be transferred are required.

No more than two courses, a maximum of eight (8) graduate credits, may be transferred. Eligible courses may be from any one of the following sources:

- Course(s) taken at another regionally accredited college/university within the United States,
- Course(s) taken while enrolled as a non-degree graduate student,
- Course(s) offered through Mount Holyoke's Professional and Graduate Education programs.

The MAT program will recognize courses taken as an undergraduate student over and above the requirements necessary for the baccalaureate degree towards specific content areas, as appropriate towards licensure.

## Accommodating Learning Differences

Students requiring accommodations should let their advisor know as soon as possible and will be required to register with the Office of AccessAbility Services (<https://www.mtholyoke.edu/accessability>).

Students who are registered with the Office of AccessAbility Services, and are seeking an incomplete as an accommodation based on a disability, should simultaneously make requests through AccessAbility Services and the Executive Director of Professional and Graduate Education.

## Leaves and Withdrawals

### Leaves of Absence

Mount Holyoke considers requests for leaves of absence from students who find it necessary to disrupt their program of study. A student should discuss a potential leave with his/her faculty advisor. Please note, when a leave is effective on the first day of classes or later, withdrawn courses may remain on the transcript with a "W" notation. Students need to be aware that a leave of absence may impact financial aid eligibility, loan repayment schedule, or length of program due to availability of courses during a given semester.

Leave process:

1. Student provides a written request for leave to their advisor.
2. Student and/or advisor (if needed) contacts mental health services/triage clinician.
3. Student or advisor presents the plan to the appropriate program director.

4. Advisor presents the plan to the Professional and Graduate Education Executive Director for final approval.
5. If approved, the program director provides the final document to all relevant parties.

## Course Drops/Withdrawal

The process:

1. Student meets with advisor to request dropping course.
2. Advisor discusses options so student understands that he/she will be responsible for paying for the course again (when retaken) and that a percentage of the current course charges will be charged per the schedule on the Student Financial Services website. The drop/withdrawal date drives the percentage amount.
3. Upon advisor approval, advisor/ student contact professor(s) to indicate the student's plan to drop/withdraw.
4. Student completes required withdrawal form through the Registrar, gets professor signature, and submits to Registrar on the "prior to date" indicated on calendar.

## Voluntary Withdrawal from College

Official notification must be given by the student in order to withdraw from the College. A student may withdraw by logging into my.mtholyoke, selecting Requests & Applications from the Self-Service Menu, and then selecting "Withdraw from the College" to access the online form to complete and submit.

If the effective date of the withdrawal is before the first day of classes, that semester's courses will be dropped from the student's transcript. However if the effective date of the withdrawal is on or after the first day of classes, the student will be withdrawn from those courses and they will remain on the student's transcript with a grade of "W". Failure to complete the withdrawal procedures may result in failing grades.

A student should contact Student Financial Services (<https://www.mtholyoke.edu/sfs/contacts.html>) to determine how a withdrawal will affect the student's financial aid. A partial tuition refund ([https://www.mtholyoke.edu/sfs/cost/refund\\_policy](https://www.mtholyoke.edu/sfs/cost/refund_policy)) may also be available.

## Academic Integrity

### Honor Code

Each member of the Mount Holyoke community is expected to adhere to the following honor code and all regulations in the Student Handbook (<https://lynktest.mtholyoke.edu/deanofstudents/student-handbook>):

"I will honor myself, my fellow students, and Mount Holyoke College by acting responsibly, honestly, and respectfully in both my words and deeds."

The framework of our honor code assumes adherence to the rules and regulations of the College which are designed to promote intellectual and social pursuits and to ensure personal safety. In addition, the College protects and upholds human rights policies, and is committed to an inclusive and diverse community.

The honor code is the hallmark of life together at Mount Holyoke College. Simply stated, it means that each student is responsible for maintaining their own integrity and, to the best of their ability, the integrity of the Mount Holyoke community. While broad in its applications, it provides a guideline for decision making which holds each student to principles of good conduct toward themselves and others. To ensure the care and preservation of the honor code, standards and procedures have been

developed and implemented to provide the structure by which the honor code is administered. Students are expected to comply with the rules and regulations of the College. Beyond minimal compliance, students under an honor code grow to understand, through course work and collaborative learning, that honor is achieved with diligence, commitment, and courage.

The Mount Holyoke College honor system relies on the integrity of each student. The strength of the system derives from the honesty and self-discipline of every student and from the faith of the faculty and the administration in the student body. With integrity as the foundation, the honor system promotes individual freedom tempered by responsibility to the community. Each student demonstrates their respect for individual freedom by conducting themselves with maturity and honor, and by showing due concern for the welfare of other members of the community.

College regulations delineate the expected standard of behavior in academic and social circumstances. Dishonorable academic conduct, such as plagiarism and cheating, discredits the individual student. Behavior which is in conflict with the community standards and regulations of the College is detrimental to the well-being of the Mount Holyoke community.

## Plagiarism

Academic integrity is highly valued at Mount Holyoke College. Please refer to MHC information on plagiarism ([http://www.mtholyoke.edu/lits/ris/Plagiarism/What\\_is\\_plag.htm](http://www.mtholyoke.edu/lits/ris/Plagiarism/What_is_plag.htm)).

Plagiarism Discipline Policy and Procedure:

1. First infringement (learning opportunity):
  - a. Meet with the Professor and the Program Director and report to Professional and Graduate Programs Executive Director.
  - b. Written warning in file (from Program Director) with decision about consequences within the following:
    - i. If minor infringement – partial grade – ability to still pass course
    - ii. If minor infringement – then option to redo the assignment with possible passing grade
    - iii. If major infringement – then no credit/failure for the assignment
2. Second infringement
  - a. Meet with the Professor, Program Director and report to Professional and Graduate Programs Executive Director with written warning indicating a third infringement would require leaving the program and with decision about consequences within the following:
    - i. No credit/failure for the course
    - ii. If a course for licensure – must be repeated at own cost
    - iii. Will need to complete another course to fulfill their credit requirements for their program of study
3. Third infringement: expulsion from the program and College

## Equal and Fair Treatment

Mount Holyoke is committed to creating and maintaining a community in which all its members including students, faculty, staff and visitors can live and work together in an environment free from discrimination. Under federal and state laws, all students are protected from discrimination based on race, color, religion, national origin, disability, gender, (including sexual harassment), age, sexual orientation, marital or veteran status. Any student who feels that they have been discriminated against



based upon any one of these factors must contact the College's Title IX Coordinator. These protections also include retaliation for filing complaints of discrimination. Concerns regarding course offerings, instructor and student attitudes should also be directed to the Title IX Coordinator.

The College's Title IX Coordinator shares oversight of the College's compliance with Title IX with Human Resources, the Dean of Faculty Office, and Compliance and Risk Management. The Title IX Coordinator oversees the use of grievance procedures (<https://www.mtholyoke.edu/risk/formal-procedure>) as it pertains to the resolution of complaints of violation of Title IX.

The Title IX Coordinator can be contacted at:  
titleixofficer@mtholyoke.edu or 413-538-3569.

Students are responsible for adhering to the policies of the College regarding equal and fair treatment.

# FACULTY AND ADMINISTRATION

Faculty and Emeriti (p. 414)

Administration (p. 426)

## Faculty and Emeriti

### A

Samuel Ace

*Visiting Lecturer in English*

MA City College of New York; BA Yale University

Sarah Adelman

*Associate Professor of Economics*

PhD University of Maryland; MS University of Maryland; BA Stanford University

Katherine Aidala

*Professor of Physics*

PhD Harvard University; MA Harvard University; BS Yale University

Jennifer Albertine

*Visiting Lecturer in Environmental Studies*

PhD University of Massachusetts, Amherst; BS University of Massachusetts, Amherst

Nigel Alderman

*Associate Professor of English*

PhD Duke University; MA College of William and Mary; BA Cambridge University

David Allen

*Head Swimming and Diving Coach; Senior Lecturer in Physical Education and Athletics*

MA University of Minnesota; MS University of Wisconsin; BS Bridgewater State University

Anouk Alquier

*Visiting Instructor in French*

MA University of Toulouse; MA Washington University in St. Louis

Carolyn Anderson

*Visiting Instructor in Computer Science; UMass Teaching Associate*

ABD University of Massachusetts, Amherst; BA Swarthmore College

Jason Andras

*Assistant Professor of Biological Sciences*

PhD Cornell University; BS Penn State University  
On Leave 2018-2019

Heba Arafah

*Five College Lecturer in Arabic*

MA University of Jordan; BA University of Jordan

Alexi Arango

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PhD Massachusetts Institute of Technology; MS Massachusetts Institute of Technology; BS University of California - Santa Cruz

Bruce Arnold

*Associate Professor of Classics*

PhD University of Washington; MA University of Washington; BA University of Washington

Jonathan Ashby

*Assistant Professor of Chemistry*

PhD University of California - Riverside; BS Trinity College - Hartford

Ali Aslam

*Assistant Professor of Politics*

PhD Duke University; MPP University of Michigan, Ann Arbor; BA Rutgers College

Felicity Aulino

*Five College Assistant Professor of Anthropology*

### B

Elif Babul

*Associate Professor of Anthropology*

PhD Stanford University; MA Bogazici University; BA University of Ankara

Sarah Bacon

*Associate Professor of Biological Sciences*

PhD University of Chicago; MA University of Chicago; AB Mount Holyoke College

Teaching Fall Only

Carol Bailey

*Visiting Associate Professor in English*

PhD University of Massachusetts, Amherst; MA Clark University; BA University of the West Indies

Kate Ballantine

*Associate Professor of Environmental Studies*

PhD Cornell University; MS Cornell University; BS Smith College

Lisa Ballesteros

*Associate Professor of Computer Science*

PhD University of Massachusetts; MS University of Massachusetts; BS Union College NY

Teaching Fall Only

Patricia Banks

*Associate Professor of Sociology*

PhD Harvard University; AM Harvard University; BA Spelman College  
On Leave 2018-2019

Valerie Barr

*Jean E. Sammet Professor of Computer Science*

PhD Rutgers University; MS New York University; AB Mount Holyoke College

Dimaris Barrios-Beltrán

*Visiting Language Instructor in Spanish*

PhD Indiana University; BA University of Puerto Rico; MA University of Puerto Rico

Aaron Bartz

*Visiting Lecturer in Theatre Arts*

MFA Yale University; BFA University of Montana Western

Christopher Benfey

*Andrew W. Mellon Professor of English*

PhD Harvard University; BA Guilford College

Mara Benjamin

*Irene Kaplan Leiwan Associate Professor of Jewish Studies*

PhD Stanford University; BA Hampshire College

Sarah Bent

*Visiting Instructor in Education*

MAT Mount Holyoke College; BA Westfield State University

Bettina Bergmann

*Helene Phillips Herzig '49 Professor of Art History*

PhD Columbia University; MP Columbia University; BA University of California Berkeley

Teaching Fall Only

Katie Berry

*Clare Boothe Luce Assistant Professor of Biochemistry*

PhD University of California Berkeley; BA Swarthmore College

Katherine Binder

*William R. Kenan, Jr. Professor of Psychology*

PhD University South Carolina; MA University South Carolina; BA Southern Illinois University

Robin Blaetz

*Professor of Film Studies*

PhD New York University; MA New York University; BA Ohio State University

Ligia Bouton

*Associate Professor of Art*

MFA Rutgers University School of Arts; BA Vassar College

Mara Breen

*Associate Professor of Psychology and Education*

PhD Massachusetts Institute of Technology; BA Hampshire College  
Teaching Fall Only

Patricia Brennan

*Assistant Professor of Biological Sciences*

PhD Cornell University; BS Universidad de Bogotá Jorge Tadeo Lozano

Todd Brewster

*Visiting Senior Lecturer in English*

BA Indiana University

Kyle Broaders

*Assistant Professor of Chemistry*

PhD University of California Berkeley; BA Swarthmore College

Renae Brodie

*Professor of Biological Sciences*

PhD University of Washington; BA University of California - Santa Barbara

Kimberly Brown

*Associate Professor of English and Africana Studies*

PhD Yale University; MP Yale University; MA Yale University; BA Queens College - CUNY

Teaching Spring Only

Thomas Burbine

*Visiting Lecturer in Astronomy*

PhD Massachusetts Institute of Technology; MS University of Pittsburgh; BS Rensselaer Polytechnic Institute

## C

Amy Camp

*Assistant Professor of Biological Sciences*

PhD Harvard University; AB Princeton University

Iris Carpio

*Head Volleyball Coach; Lecturer in Physical Education and Athletics*

MS University of Florida; BS Florida International University

Esther Castro

*Senior Lecturer in Spanish; Spanish Language Program Director*

PhD University of Massachusetts; BA Complutense University

Dasha Chapman

*Five College Assistant Professor of Critical Dance Studies*

Calvin Chen

*Associate Professor of Politics*

PhD University of California, Berkeley; MA University of California, Berkeley; BA University of California, Berkeley

Wei Chen

*Marilyn Dawson Sarles, M.D. Professor of Life Sciences and Professor of Chemistry*

PhD University of Massachusetts; MS Yale University; AB Smith College  
Teaching Fall Only

Richard Chu

*Five College Associate Professor of History*

Timothy Chumley

*Assistant Professor of Mathematics*

PhD Washington University; AM Washington University; MS Marquette University; BS Marquette University

Jamie Church

*Visiting Lecturer in Psychology and Education*

PhD Ohio State University; BS University of Massachusetts, Amherst

Thomas Ciufo

*Assistant Professor of Music*

PhD Brown University; MA Brown University; BMUS University of Northern Colorado

Cheryl Cobb

*Visiting Lecturer in Music*

MSW Boston College; MMUS New England Conservatory of Music; MMUS Eastman School of Music; BM Houghton College

Meredith Coleman-Tobias

*Assistant Professor of Religion*

PhD Emory University; MDV Yale Divinity School; BA Spelman College

Kenneth Colodner

*Assistant Professor of Neuroscience and Behavior*

PhD Harvard University; BA Northwestern University  
Teaching Fall Only

Shannon Compton

PhD Auburn University; MA Auburn University; BA Auburn University

Faith Conant

*Visiting Instructor in Music; Director of the Five College West African Music Ensemble*

MA Tufts University; BA Wesleyan University

Catherine Corson

*Miller Worley Associate Professor of Environmental Studies; Leslie and Sarah Miller Director of the Center for the Environment*

PhD University of California Berkeley; MS University College London; MPA Cornell University; BA Cornell University

Donald Cotter

*Associate Professor of Chemistry*

PhD California Institute of Technology; BA Grinnell College

Teaching Spring Only

Stephanie Council

*Director of Choral Ensembles and Lecturer in Music*

DMA Texas Tech University; MM Westminster Choir College - Rider University; BM Oklahoma State University - Stillwater

Justin Crumbaugh

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PhD Emory University; BA Kalamazoo College

Flávia Cunha

*Language Instructor in Spanish*

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Daniel Czitrom

*Professor of History on the Ford Foundation*

PhD University of Wisconsin; MA University of Wisconsin; AB State University of New York (SUNY)

## D

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Giuliana Davidoff

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PhD University of Michigan; AM University of Michigan; AB University of Michigan

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Christine DeLucia

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On Leave 2018-2019

Paula Debnar

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Corinne Demas

*Professor of English*

PhD Columbia University; MP Columbia University; AM Columbia University; AB Tufts University

Evgeny Dengub

*Five College Lecturer in Russian Language*

MA Bryn Mawr College

Barbara Diewald

*Visiting Lecturer in Dance*

MFA Smith College; BFA Millikin University

Amber Douglas

*Associate Professor of Psychology and Education; Dean of Studies; Director of Student Success Initiatives*

PhD University of Connecticut; MA University of Connecticut; BA Barnard College - Columbia University

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Darby Dyar

*Kennedy-Schelkunoff Professor of Astronomy*

PhD Massachusetts Institute of Technology; AB Wellesley College

## E

Robert Eisenstein

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MFA Sarah Lawrence College; BA Antioch College

Nina Emery

*Assistant Professor of Philosophy*

PhD Massachusetts Institute of Technology; BA Cornell University

Miriam Esber

*Head Lacrosse Coach; Senior Lecturer in Physical Education and Athletics*

MS Ithaca College; BA The College of Wooster

## F

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*Associate Professor of Environmental Studies*

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Desmond Fitz-Gibbon

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Rose Flachs

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Ombretta Frau

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## G

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Samba Gadjigo

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Retiring Spring 2019

May George

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Teaching Spring Only

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## H

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Teaching Spring Only

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Allen Bonde, Professor Emeritus of Music

Lee Bowie, Professor Emeritus of Philosophy

Sheila Browne, Professor Emeritus of Chemistry

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Jill Bubier, Professor Emeritus of Environmental Studies

Michael Burns, Professor Emeritus of History

Nancy Campbell, Professor Emeritus of Art

R. Alberto Castilla, Professor Emeritus of Spanish

James Cavanaugh, Professor Emeritus of Theatre Arts

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Kathleen Holt, Professor Emeritus of Biological Sciences

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