

COURSE PREVIEW 2024-2025

COURSES A-Z

Anthropology (ANTHR)

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

A. Chadha, W. Girard, L. Holloway, N. Latif, J. Roth, S. Thorner

Restrictions: This course is limited to first-years and sophomores.

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 Consumption and Exchange

Spring. 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-216AD Special Topics in Anthropology: 'Approaching Death: Culture, Health, and Science'

Spring. Credits: 4

This class challenges assumptions about death and dying as we examine its meanings and related practices in various cultural contexts. We will ask: what is universal about death and dying, and what is socially constructed? What can the social sciences, bio medicine, literature, the arts, and our own qualitative research tell us about the processes of dying, of grieving, and of providing care? In essence, what does it take to approach death?

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

F. Aulino

Prereq: ANTHR-105.

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

Fall. 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-216BE Special Topics in Anthropology: 'Black Ethnographers'

Fall. Credits: 4

The aim of this class is to underscore the significance of Black perspectives and contributions within the field of anthropology. Black anthropology, and especially Black feminist anthropology, has historically been sidelined within anthropological discourse. In this course, we will collectively challenge this historical erasure by centering the work of Black ethnographers. By delving into works spanning continental Africa, the Caribbean, and the United States, students will begin to understand the vast impact Black ethnographers have had both in and outside the field of anthropology.

Crosslisted as: CRPE-240BE

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

Other Attribute(s): Speaking-Intensive, Writing-Intensive

L. Holloway

ANTHR-216CF Special Topics in Anthropology: 'Cultures of Africa and the African Diaspora'

Not Scheduled for This Year. Credits: 4

This course considers experiences of power, personhood, and community across a range of societies in contemporary Africa and the African Diaspora. We explore how complex cultural repertoires are creatively drawn upon to engage with social challenges and crises including climate change, biodiversity and habitat loss, gender inequality, food insecurity, public health emergencies, displacement, and uneven urbanization. Special attention is given to the roles of prophetic and spiritual movements across the Black Atlantic world in inspiring and helping forge struggles for liberation, democratic renewal, environmental sustainability, health security, social inclusion, and human rights.

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

M. Auslander

Prereq: ANTHR-105.

ANTHR-216GH Special Topics in Anthropology: 'Case Studies in Global Health'

Not Scheduled for This Year. Credits: 4

This class is designed to provide an introduction to the field of global health intervention. We will first acquire some historical and analytical tools, including familiarity with a set of social theories to help us identify relevant issues and understand the complexity of situations we will examine over the course of the semester. We will then delve into particular case studies from around the world, using a biosocial approach that draws on a range of disciplines (including anthropology, clinical medicine, history, public health, economics, and delivery science) to understand global health problems and to design intervention strategies. With attention to historical precedent and a critical sociology of knowledge, we will explore how global health problems are defined and constructed, and how global health interventions play out in expected and unexpected ways.

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

Other Attribute(s): Speaking-Intensive, Writing-Intensive

F. Aulino

Prereq: ANTHR-105.

ANTHR-216HM Special Topics in Anthropology: 'Feminist Engagements with Hormones'

Not Scheduled for This Year. Credits: 4

This course takes a transdisciplinary and multi-sited approach to explore the social, political, biocultural, and legal complexities of hormones. Hormones "appear" in many discussions about reproductive and environmental justice, identity, health and chronicity. But what are hormones? What are their social, political and cultural histories? Where are they located? How do they act? The course will foster active learning, centering feminist pedagogies of collaborative inquiry. Examples of topics to be explored are: transnational/transcultural knowledge production about hormones; hormonal relations to sexgender, natureculture, bodymind; and hormone-centered actions and activism.

Crosslisted as: GNDST-241HR

Applies to requirement(s): Social Sciences

J. Luce

Prereq: 4 credits in gender studies.

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

Not Scheduled for This Year. 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'

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

N. Latif

Prereq: ANTHR-105.

ANTHR-216LA Special Topics in Anthropology: 'Anthropology of Latin America'

Not Scheduled for This Year. 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-216LT Special Topics in Anthropology: 'Race and Religion in Latin America'

Not Scheduled for This Year. Credits: 4

We often imagine race and religion as two distinct aspects of social life. However, this course considers their historical and contemporary interconnections in Latin America. It begins with an investigation of the proto-racial and religious categories through which Europeans in the early modern era conceived of human difference. We then trace how the encounter between Europeans, Africans, and Indigenous Peoples transformed these notions, with particular attention to how the overlapping racial and religious hierarchies that emerged were both constructed and resisted. We conclude with a series of ethnographies that highlight the contemporary entanglements of race and religion in the region.

Crosslisted as: RELIG-225LT

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

W. Girard

Prereq: ANTHR-105 or an introductory course in Religion.

ANTHR-216MH Special Topics in Anthropology: 'Migration and Human Rights'*Spring. Credits: 4*

Can the history of nation-states and global capitalism also be understood as a history of migration? In what ways are the experiences of refugees, asylum seekers, and migrants different from the legal categories assigned to them? Italian philosopher Giorgio Agamben's conceptualizations of "state of exception" and "bare life" are frequently invoked in current scholarship on refugee and detention camps. What – if any – is the difference between life in concentration camps, refugee camps, and migrant detention centers? Are human rights frameworks adequate to the task of addressing protracted statelessness and migration brought about by the intersection of conflict, economic crises, and climate change? These questions will be examined through scholarship on migration, human rights, and humanitarianism.

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

Other Attribute(s): Speaking-Intensive

N. Latif

Prereq: ANTHR-105.

ANTHR-216MT Special Topics in Anthropology: 'Multispecies Ethnography: Across Humans, Animals, and Plants'*Not Scheduled for This Year. Credits: 4*

This course considers emerging strategies in Anthropology and allied disciplines for researching, witnessing, and documenting the full web of life, broadly conceived, within which human and non-human beings are entangled. We explore debates over non-human personhood and the rights of natural ecosystems, such as rivers, mountains, and the earth itself. Close attention is given to varied indigenous perspectives on reciprocal (and non-extractive) relations among diverse living beings, and the possibilities of intersubjective awareness across human and animal domains.

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

M. Auslander

Prereq: ANTHR-105 or ENVST-100.

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-216RC Special Topics in Anthropology: 'Representing Race'*Fall. Credits: 4*

This class takes a ~look~ at the components of racial representation in audio-visual media: How can ideas and theories be conveyed or communicated through a visual mode? What ethical concerns emerge when representing others in different media? Drawing from written texts, documentaries, graphic novels, and artwork, we will explore the myriad ways media creatives construct racial representations, and question the perceived boundary between research and art. Starting with early anthropological film, this class will move through both conventional and nontraditional material that is used to tell stories, make political statements, and represent people's lived experiences.

Crosslisted as: CRPE-240RE

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

Other Attribute(s): Speaking-Intensive, Writing-Intensive

L. Holloway

ANTHR-216RE Special Topics in Anthropology: 'Anthropology of Reproduction'*Fall. Credits: 4*

This course focuses on the biological and cultural components of childbirth through evolutionary and cross-cultural perspectives. From the evolution of the pelvis to how nutrition, growth and development, health, trauma and cultural contexts can affect successful childbirth, we explore the birth process in the ancient world, historical trends, and recent dialogues surrounding the technocratic model of birth, to understand the changing focus of birth as female centered to a medical condition. Indigenous birthing customs and beliefs from a number of different cultural contexts will be considered, as well as contemporary rates of maternal mortality to understand the risks facing some today.

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

Other Attribute(s): Speaking-Intensive, Writing-Intensive

P. Stone

Prereq: ANTHR-105.

ANTHR-216WC 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 zombies hit the horizon yet? Keep checking. Anthropology narrates collective feeling, gives form to the ambience. But what is late industrialism's ambience? As factory buildings crumble, we wonder whether the tap water's clean. The question of how to write the world is also a question of how to survive and even flourish. Drawing from archaeology, cultural anthropology, ecology, and literary theory, this course is a writing-oriented study of contemporary experiences of infrastructural failure, capitalist collapse, and ruination. One focus is the effects of capitalism on people of color and North American non-English speakers.

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

Other Attribute(s): Speaking-Intensive, Writing-Intensive

M. Watson

Prereq: ANTHR-105.

ANTHR-216WT Special Topics in Anthropology: 'Witchcraft, Misfortune, and Ritual Healing'

Not Scheduled for This Year. Credits: 4

This course explores the often-misunderstood concept of "witchcraft," past and present. "Witchcraft" is at times used to characterize nuanced cultural systems of power and healing, which seek to explain and redress suffering. In turn, many societies experiencing environmental insecurity, health crises, and rapid economic transitions have seen the rise of "witch-hunting" movements, from the Salem witch trials to present-day global conspiracy theories. We consider the causes and trajectories of these movements, which often promise collective redemption and salvation through the scapegoating of suspected malefactors, and examine alternative approaches to redressing injustice and misfortune.

Crosslisted as: RELIG-225WT

Applies to requirement(s): Social Sciences

M. Auslander

Prereq: ANTHR-105.

ANTHR-221 Anthropology of Media

Not Scheduled for This Year. Credits: 4

This course critically examines how media make a difference in diverse peoples' lives. How are media produced, circulated, and consumed? Together, we will explore the material forms through which subjectivities, collectivities, and histories are produced; and the social practices of constructing and contesting national identities, forging alternative political visions, transforming religious practice, and producing new relationships. In this 21st century, media are not just indispensable to what is known, but also, to how we know. Case studies will include film, TV, photography, art, archives, journalism, and digital platforms; ethnographic examples will be drawn from around the world.

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

Other Attribute(s): Writing-Intensive

S. Thorner

Prereq: ANTHR-105.

ANTHR-230 Language in Culture and Society

Not Scheduled for This Year. 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. Auslander

Prereq: ANTHR-105.

ANTHR-235 History of Anthropological Thought

Spring. Credits: 4

This course offers a historical foundation for themes in contemporary social theory and ethnography. We build this foundation through readings of twentieth-century anthropological and critical theories, including historicism, interpretive anthropology, structuralism, feminism, and postcolonialism. The course encourages critical and creative responses to anthropology's history through readings that challenge the canon and through active engagement with primary documents revealing the field's social, ethical, and political contexts.

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

Other Attribute(s): Writing-Intensive

M. Watson

Prereq: 4 credits in Anthropology at the 200 or 300 level.

ANTHR-240 Medical Anthropology

Fall. 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.

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

A. Chadha

Prereq: ANTHR-105.

ANTHR-248 Science, Feminism, and Mount Holyoke

Not Scheduled for This Year. Credits: 4

Students in this course will develop a collaborative history and ethnography of cultures of science at Mount Holyoke College. Through archival and ethnographic research carried out across the semester, we will examine scientific education and knowledge production at Mount Holyoke in cultural perspective. The collaborative project will introduce students to two broader stories: a history of feminist activist and scholarly challenges to the power of the life sciences; and a history of feminist scientists' work to reform their own institutional cultures. The interdisciplinary field that emerged at the nexus of these two movements, feminist science studies, will offer critical frameworks.

Applies to requirement(s): Social Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

M. Watson

Prereq: ANTHR-105.

ANTHR-261 Cultures of Power in Mexico

Not Scheduled for This Year. Credits: 4

This course introduces the anthropology of Mexico through ethnographies of power, knowledge, and indigeneity. Drawing on feminist and decolonial critical methods, we will trace constructions of Mexican indigeneity through two intersecting stories. The first centers the effects of neocolonial capitalism on indigenous lives, with attention to contemporary ethnographic themes including bioprospecting, narcoculture, social movements, and resistance/refusal. The second lends historical texture to these themes by tracing how state anthropologists have constructed and governed indigenous communities since the Revolution.

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

Other Attribute(s): Writing-Intensive

M. Watson

Prereq: ANTHR-105.

Advisory: No previous knowledge of Mexican culture and history is required.

ANTHR-275 Research Methods in Cultural Anthropology

Fall. Credits: 4

Topics include research design, ethical dilemmas, and the relationship between academic research and community based learning. Applied fieldwork and presentations are an integral part of this course.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Community-Based Learning

J. Roth

Restrictions: This course is limited to Anthropology majors.

Prereq: Anthropology 105.

ANTHR-295 Independent Study*Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ANTHR-316 Special Topics in Anthropology****ANTHR-316CA Special Topics in Anthropology: 'Carbon Christianity'***Fall. Credits: 4*

This seminar investigates the multiple connections between modern forms of Christianity and fossil fuels. The course begins with a consideration of recent scholarship that details how workers' everyday experiences in coal mines and oil fields profoundly shaped their religious sensibilities. We then examine how fossil fuel companies funded many of the most significant Christian institutions in the United States—both liberal and conservative—during the twentieth century. Finally, the course will reflect on contemporary Christian responses to climate change, both those that seek to halt the burning of fossil fuels and those that deny it is taking place.

*Crosslisted as: RELIG-331CA**Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**W. Girard**Prereq: 8 credits in Anthropology or Religion.***ANTHR-316DE Special Topics in Anthropology: 'Settler Colonialism: Working Towards Decolonizing Indigenous American History'***Not Scheduled for This Year. Credits: 4*

What is settler colonialism? What does it mean to decolonize Indigenous history? This class offers an overview of settler colonialism and the complex ways in which colonial narratives, imperialism, and white supremacy infiltrate interpretations of the past. Exploring theoretical frameworks alongside empirical data, readings and discussions will focus on the long legacy of these colonial practices throughout North America, shedding light on the impact and legacy of colonial encounters. By recognizing the ways that settler colonialism works, we will then examine the formation of the Genízaro ethnic identity in the American Southwest to illuminate the lasting impact of colonial encounters.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**P. Stone**Prereq: 8 credits in the department.**Notes: Two students in this course may be selected to join Prof. Stone for field research in New Mexico in May and June.***ANTHR-316DM Special Topics in Anthropology: 'Decolonizing Museums'***Not Scheduled for This Year. Credits: 4*

Museums collect, preserve, categorize, and exhibit objects, and through these practices, produce and circulate knowledge. This course takes "the museum" as an object of ethnographic inquiry, focusing especially on Indigenous peoples and their ways of knowing, being, and doing things. How might museums acknowledge the confronting truths of colonization, and the intergenerational and ongoing trauma endured by Indigenous peoples? How might this often-intercultural work offer possibilities for healing? Teaching and learning will be guided by principles of Indigenous sovereignty, and grounded in storytelling and in making things as Indigenous ways of transmitting knowledge.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**M. Auslander**Prereq: 8 credits in the department including ANTHR-105.***ANTHR-316EG Special Topics in Anthropology: 'Eggs and Embryos: Innovations in Reproductive and Genetic Technologies'***Not Scheduled for This Year. 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-316ET Special Topics in Anthropology: '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.

*Crosslisted as: MUSIC-374**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**B. Fairley**Restrictions: Course limited to sophomores, juniors and seniors***ANTHR-316EX Special Topics in Anthropology: 'Craft and Composition: Experimental Ethnography'***Fall. Credits: 4*

Above all else, ethnography is a form of writing. Its formal properties range widely, running a gamut that transects art criticism, speculative fiction, travel writing, memoir, science writing, and poetry. But the genre's soul is an imaginative experiment: transporting one world into another. Ethnographers, then, share practices of representation and evocation with the arts. This course introduces the craft of imaginative ethnography, paying central attention to writing that refuses the (social) sciences' stodgy conventions. We will reflect on experiential shapes of reading—what does ethnography do for or to us?—as we recompose ourselves as a collective of ethnographic experimentalists.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**M. Watson**Prereq: 8 credits in 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, Religion, or Latin American Studies.

ANTHR-316LV Special Topics in Anthropology: 'Living in End Times: Religion and Climate Change'

Not Scheduled for This Year. Credits: 4

Religion and climate change might seem to be an odd combination. After all, we tend to imagine religion as the domain of faith, emotion, and the otherworldly and the climate as the realm of science, objective knowledge, and the here and now. Nevertheless, this course investigates the sometimes surprising connections between them. For example, how do religious communities work to promote or oppose political action on climate change? How do religious conceptions about God's relationship with nature or with humanity have consequences for adherents' views on climate change? How do the futures predicted by climate models and those prophesied in sacred texts affect people's actions today?

Crosslisted as: RELIG-331LV

Applies to requirement(s): Social Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

W. Girard

Prereq: 8 credits in anthropology or religion.

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-316MD Special Topics in Anthropology: 'Museums, Difficult Dialogues, and Social Repair'

Not Scheduled for This Year. Credits: 4

Museums increasingly are called to nurture courageous conversations about the most difficult challenges of the day. This course explores strategies for museum design, exhibition development, and public programming that promote meaningful, civil debate about such topics as climate change, environmental justice, and the biodiversity crisis; race and the legacies of slavery and social violence; indigeneity and cultural diversity; gender and sexuality, and the rights of non-human beings. What roles in turn might, and should, museums play in building partnerships and processes of social and ecosystem repair, restorative justice, and reconciliation across painful divides of history? Students will work closely with local museums, historical societies, libraries, and community organizations to develop innovative exhibitions and public programs that promote meaningful dialogues about inclusivity, belonging, and social justice.

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

Other Attribute(s): Community-Based Learning

M. Auslander

Prereq: 8 credits in anthropology.

ANTHR-316ME Special Topics in Anthropology: 'Political Anthropology of the Middle East'

Not Scheduled for This Year. 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.

Crosslisted as: ASIAN-362

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

E. Babül

Prereq: 8 Credits in Anthropology.

ANTHR-316MT Special Topics in Anthropology: 'Multispecies Ethnography: 'Across Humans, Animals, and Plants'

Not Scheduled for This Year. Credits: 4

This course considers emerging strategies in anthropology and allied disciplines for researching, witnessing, and documenting the full web of life, broadly conceived, within which human and non-human beings are entangled. We explore debates over non-human personhood and the rights of natural ecosystems, such as rivers, mountains, and the earth itself. Close attention is given to varied indigenous perspectives on reciprocal (and non-extractive) relations among diverse living beings and to the possibilities of intersubjective awareness across human and animal domains.

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

M. Auslander

Prereq: 8 credits in Anthropology or Environmental Studies.

ANTHR-316NC Special Topics in Anthropology: 'Across Nature and Culture: Anthropology and the Environment'*Not Scheduled for This Year. Credits: 4*

This course explores the complex, dynamic relationships between "nature" and "culture" in various systems of human thought and practice, past and present. We explore worldviews predicated on reciprocal exchanges between human and non-human entities, as well as those anchored in hierarchical relations of extraction and exploitation of natural resources. Students draw on anthropological methods to observe and interpret contested local sites of biodiversity and resource management. Special attention is given to struggles over the rights of indigenous peoples to manage local ecosystems and natural resources and to collaborative partnerships nurturing environmental sustainability and restoration.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**M. Auslander**Prereq: 8 credits in Anthropology.***ANTHR-316ND Special Topics in Anthropology: 'Indigenous Data Sovereignty'***Spring. Credits: 4*

This course offers a qualitative approach to Indigenous Data Sovereignty. As we explore examples of innovative tools and technologies, and investigate how Indigenous ways of knowing, being, and doing are online/in digital environments, we ground all learning in Indigenous ontologies: relationality, interconnectedness, and storytelling as a primary form of knowledge transmission. No system/structure for preserving or ensuring access to data is neutral; we will work together in a thought-experiment to radically reimagine digital infrastructures (as well as ideas about security and privacy online) from Indigenous perspectives.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**S. Thorne**Prereq: ANTHR-105 and at least one course in Native American and Indigenous Studies (NAIS).*

Advisory: All students who enroll in Indigenous Data Sovereignty must have taken at least one course in Native American and Indigenous Studies (NAIS). Please contact the instructor with any questions.

ANTHR-316PG Special Topics in Anthropology: 'Who's Involved?: Participatory Governance, Emerging Technologies and Feminism'*Not Scheduled for This Year. Credits: 4*

Deep brain stimulation, genome sequencing, regenerative medicine...Exploring practices of 'participatory governance' of emerging technologies, we will examine the formal and informal involvement of citizens, patients, health professionals, scientists and policy makers. What initiatives exist at local, national and transnational levels to foster science literacy? How do lived experiences of nationality, ability, class, race, ethnicity, gender and sexuality become visible and/or disappear within constructed frameworks of participatory governance? How can feminist ethnographic research and feminist theory contribute to a larger project of democratizing knowledge production and governance?

*Crosslisted as: GNDST-333PG**Applies to requirement(s): Social Sciences**J. Luce**Prereq: 8 credits in gender studies or anthropology.***ANTHR-316PR Special Topics in Anthropology: 'Productive and Reproductive Labor in the Middle East'***Spring. Credits: 4*

How has global capitalism shaped labor and the lives of working people in the Middle East, a region that has historically been considered marginal to European and North American metropolises? This question will guide our analysis of "free" versus "unfree" and "formal" versus "informal" labor. We will develop a better understanding of the shifting location of the Middle East within the world economy. We will examine ways in which the region's incorporation into the global economy has relied on and encouraged the spread of "unfree" and "informal" labor. Finally, we will study the effects of this proliferation of unfree and informal labor on the organization of reproductive and care labor within households in different parts of the Middle East.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**N. Latif**Prereq: 8 credits in Anthropology or Middle Eastern Studies.***ANTHR-316RC Special Topics in Anthropology: 'Ethnographic Research in Religious Communities'***Not Scheduled for This Year. Credits: 4*

With a focus on local religious communities, this course puts into practice the research methods, modes of analysis, and writing styles that characterize ethnographic fieldwork. We first consider prominent ethnographies of religious communities in the United States in order to better understand the specific questions, debates, and ethical challenges that this literature addresses. Students then gain hands-on experience with a variety of ethnographic methods through course field trips to local places of worship. Final projects are rooted in extensive independent ethnographic research with a religious community.

*Crosslisted as: RELIG-331RC**Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**W. Girard**Prereq: 8 credits in Anthropology or Religion.***ANTHR-316SE Special Topics in Anthropology: 'Anthropology of Secularism'***Not Scheduled for This Year. 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?

*Crosslisted as: RELIG-331SE**Applies to requirement(s): Social Sciences; Multicultural Perspectives**W. Girard**Prereq: 8 credits in Anthropology or in Religion.*

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.; This course is limited to Anthropology majors.

Prereq: 8 credits in anthropology including ANTHR-235.

Advisory: Anthropology majors should take ANTHR-235 before ANTHR-350.

Notes: Five College students must obtain instructor permission to register.

ANTHR-352 Digital Cultures

Fall. Credits: 4

In the last decades, digital media have become integral to our quotidian lives as well as to myriad translocal processes. "New" technologies are hailed in celebratory narratives of democratization and participation, access and innovation, enchantment and possibility; and newly-available gadgets, devices, and platforms are taken up with great speed and facility. This course is designed to ethnographically explore "the digital," as both a site and subject of scholarly inquiry, in which we think through how this form is shifting the ways in which we know ourselves, our social networks, our bodies, and the dynamic cultural and political contexts in which we live.

Applies to requirement(s): Social Sciences

S. Thorer

Prereq: 8 credits in the department.

ANTHR-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Architectural Studies (ARCH)

ARCH Courses

ARCH-203 Scene Design for Theater and Film

Fall. Credits: 4

The purpose of this course is to introduce the history, art, and techniques of designing sets for theater and film. Students will learn how sets have been created in the past, how a designer approaches a script, how a designer's work supports the director's vision, how it illuminates a production for the audience, and what methods and techniques are used in the execution of the process. Students will have the opportunity to exercise their visual imaginations, through the creation of designs for a script. They will engage in script analysis, research, collaborative discussion, sketching, technical drawing, model building, and related techniques and methodologies.

Crosslisted as: FMT-240SD

Applies to requirement(s): Humanities

V. James

Notes: lab; \$50 materials fee. Any additional design supplies and materials are the responsibility of the student.

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

Restrictions: This course is limited to first-years and sophomores.

Advisory: One semester of design or drawing is recommended. Preference given to first-year and sophomore students; others request permission.

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 or equivalent.

Notes: Students enrolled in this course will be responsible for some of the cost of materials.

ARCH-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

ARCH-305 Advanced Topics in Architecture

ARCH-305UE Advanced Topics in Architecture: 'Public Space and Everyday Life in Globalizing Spanish Cities'

Spring. Credits: 4

This course will examine everyday urban life and public space in Spain from the post-Civil War period (1939) to 2021. We'll approach cities as dynamic global networks shaped by cultures, politics, economies, ideologies, memories, and imaginations. Through literary, visual, and theoretical texts, we'll explore the in/exclusivity of large-scale urban phenomena such as street design, gentrification, city ordinances, globalization, and mass tourism. From a lesser-known ethnographic angle, we'll also bring into dialogue the power within everyday practices (walking, sitting, remembering, shopping, placemaking) as well as subjects and objects (street vendors, immigrants, urban furniture, historic buildings).

Crosslisted as: SPAN-350UE

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

M. Saltzman

Prereq: Two 200-level Spanish courses above SPAN-212.

Notes: Taught in Spanish.

ARCH-311 Design-Build Studio

ARCH-311FD Design-Build Studio: 'Foldable Structures'

Not Scheduled for This Year. Credits: 4

Foldable structures such as umbrellas and tents have broad applicability in design. NASA invented a folding solar panel inspired by origami and Calatrava is well known for his kinetic structures such as the Milwaukee Art Museum. This studio will examine various types of kinetic systems and use the facilities of the Mount Holyoke's Fimbel Maker and Innovation Lab to prototype, invent and fabricate foldable portable structures. Students will work independently and in teams to design and fabricate joint, rod and skin systems at a scale large enough to provide shelter for a small group of people.

Applies to requirement(s): Humanities

N. Darling

Prereq: ARCH-205 and ARCH-225 (or a digital design studio at Hampshire College or Smith College).

Advisory: Math and Computer Science majors welcome with instructor permission.

ARCH-311MK Makerspace Design-Build Studio

Fall. 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 exercises that will enable students to realize projects using the facilities of the Fimbel Lab.

Applies to requirement(s): Humanities

N. Darling

Restrictions: This course is open to juniors and seniors

Prereq: ARCH-205 and ARCH-225 (or a digital architecture or art studio).

ARCH-311TH Design-Build Studio: 'Tea House'

Not Scheduled for This Year. Credits: 4

The traditional Japanese Tea House, renowned for its simplicity of program and space, has often been used by (Japanese) architects as a typology with which to test ideas and experiment with materials, technology and construction techniques. This studio will first introduce the basics of Japanese tea culture and the traditional tea house with a visit to Wa-shin-an and analysis of traditional and contemporary tea houses producing both analytical drawings and models. Finally, each student, working individually or in pairs, will design and build a full-scale tea house using the full facilities of the Fimbel Maker and Innovation Lab.

Applies to requirement(s): Humanities

N. Darling

Prereq: ARCH-205 and ARCH-225 (or a digital design studio at Hampshire College or Smith College).

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/>).

- 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 - Studio (ARTST)

ARTST-112 Introduction to Art Practices

Fall. Credits: 4

This course explores the various ways that visual storytelling and creative research can be used to develop strategies for problem solving in all our academic pursuits. Art-making will be explored through a range of approaches from traditional drawing and painting, to site-specificity, lens and time-based media, as well as collaborative, community engaged actions. Assignments will focus on visual journaling, autobiographical prompts, and integrating diverse influences into expansive visual languages. Creative work will be enriched through field trips and collaborations across the campus and beyond.

Applies to requirement(s): Humanities

L. Iglesias

Notes: This class does not fulfill the 100-level course requirement for the Art Studio major or minor. Students who are considering becoming an Art Studio major or minor should enroll in one of the other 100-level Art Studio courses. This class does not fulfill the 100-level course prerequisite for Art Studio 200-level courses. Students enrolled in this course will be responsible for cost of course materials.

ARTST-120 Drawing I

ARTST-120FR Drawing I: 'Form, Structure, and Space'

Fall and Spring. Credits: 4

Drawing I is an introductory course designed for all students, regardless of their previous experience in art. The course emphasizes creative, expressive, and analytical approaches to translating visual experience. Students will work with a variety of traditional and experimental materials, and will hone their skills through guided in-class exercises, independent homework assignments, and regular feedback. Upon completion of the course, students will have a strong command of the fundamental language of drawing, a deeper understanding of visual perception, and an ability to use the medium in imaginative, expressive, and conceptually engaged ways.

Applies to requirement(s): Humanities

P. Azzarello, B. Taylor

Advisory: No previous studio experience required. A student may take only one ARTST-120, ARTST-131, or ARTST-142.

Notes: Along with ARTST-131 and ARTST-142, this 120 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for cost of course materials.

ARTST-131 Art Studio Foundations

ARTST-131MM Art Studio Foundations: 'Making and Meaning'

Fall and Spring. Credits: 4

Making and Meaning is an interdisciplinary course exploring the processes, ideas, and variety of materials in the visual arts. The course addresses thematic concepts that are central to the nature of art making including the principles of art and design, approaches to color, light, and environment, and issues of identity and community. Assignments in drawing, installation, collaboration, and basic three-dimensional construction will be combined with slide lectures, assigned readings, and short written reflections. Visual problem solving, critical thinking, and experimentation will be emphasized throughout the course, in addition to an in-depth exploration of basic materials and tools.

Applies to requirement(s): Humanities

X. Pham

Restrictions: This course is limited to first-years and sophomores.

Advisory: No previous studio experience is required. A student may take only one ARTST-120, ARTST-131, or ARTST-142.

Notes: Along with ARTST-131 and ARTST-142, this 120 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for cost of course materials.

ARTST-142 Digital Art Foundations

ARTST-142AT Digital Art Foundations: 'Art and Technology'

Fall and Spring. Credits: 4

A hands-on introduction to digital art making using computers and related technologies. We will think creatively, work digitally and explore techno-centric art making as a new form and medium, engaging both technical and conceptual considerations. Through readings, discussion, demonstrations, viewing sessions, technical tutorials and hands-on projects, we will explore the techniques, practices and aesthetics of a broad range of current and emerging digital art practices.

Applies to requirement(s): Humanities

D. Williams

Restrictions: This course is limited to first-years and sophomores.

Advisory: No previous studio experience is required. A student may take only one ARTST-120, ARTST-131, or ARTST-142.

Notes: Along with ARTST-120 and ARTST-131, this 142 course will function as a prerequisite course for 200-level studio art courses. Students enrolled in this course will be responsible for cost of course materials.

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-220NT Drawing II: 'Drawing as Installation'

Fall. Credits: 4

How do we draw in three-dimensional space? This course will examine how artists have brought techniques of two-dimensional drawing and reimaged their application to three-dimensional space. Drawing as Installation explores drawing as a conceptual and formal tool that is designed to have a particular relationship with spatial environments such as architectural site-specific locations, with time, and with conceptual and/or social level. In this course we will engage with identity, audience relationship, immersive display, site, time, and space through readings, writing, various exploration of materials, and research topics pertinent to students' individual investigations.

Applies to requirement(s): Humanities

X. Pham

Prereq: ARTST-120, ARTST-131, or ARTST-142.

Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration.

Then open to all in the second week.

ARTST-226 Topics in Art Studio

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

ARTST-226DF Topics in Art Studio: 'Costume Design for Stage and Film'

Not Scheduled for This Year. Credits: 4

This course introduces students to the history, art, and techniques of designing costumes for stage and narrative film. Students will learn how a designer approaches a script, how the designer's work supports the actors' and the director's vision and how it illuminates a production for the audience. Students will have the opportunity to develop their visual imaginations through the creation of designs for stage and film scripts. They will engage in play analysis, research, collaborative discussion, sketching, drawing, rendering, and other related techniques and methodologies.

Crosslisted as: FMT-240DF

Applies to requirement(s): Humanities

V. James

Advisory: Some drawing and painting skills along with an interest in costume history are recommended but not required.

ARTST-226DH Topics in Art Studio: 'Print/Digital Hybrid'

Not Scheduled for This Year. Credits: 4

This course will explore how to integrate digital processes with traditional printmaking techniques. Students will learn the basics of Adobe Photoshop and Illustrator, and develop and create imagery through those programs. They will then use digital devices such as laser cutter, router and plotter to turn a digital file into a physical printing block. The final art form will be hand-printed work, utilizing relief printing, engraving on wood, collographs, and monoprinting. This course also covers print-based digital animation.

Applies to requirement(s): Humanities

A. Maciuba

Prereq: ARTST-120, ARTST-131, or ARTST-142.

Notes: Students enrolled in this course will be responsible for some of the cost of course materials.

ARTST-226PM Topics in Art Studio: 'Expanded Print Media'

Not Scheduled for This Year. Credits: 4

This course asks students to explore the sculptural possibilities of printmaking while examining ideas of the multiple. Both traditional printmaking (relief printmaking and screenprinting) and various digital methods are employed to push the boundaries of "print media" as a contemporary art practice. Class projects will include print installation and print media driven social interventions. Students will work both collaboratively and independently to explore ideas of space, scale, and the multiple, while creating interactive three-dimensional print media work.

Applies to requirement(s): Humanities

A. Maciuba

Prereq: ARTST-120, ARTST-131, or ARTST-142.

Notes: Students enrolled in this course will be responsible for cost of course materials.

ARTST-236 Painting I

Spring. Credits: 4

Painting I is an introduction to the fundamentals of the discipline and practice of acrylic painting. We will investigate both historical and contemporary strategies of painting and engage in observational and imaginative uses of materials and subject matter. This course promotes and includes a wide variety of opportunities to enhance our educational experience including guest artists, an emphasis on sketchbook habits and critique skills, writing exercises, material experiments, and student presentations on contemporary painters. We will undergo a deep study of lights and darks, color, paint application and composition as we develop distinct visual languages of painting.

Applies to requirement(s): Humanities

L. Iglesias

Prereq: ARTST-120, ARTST-131, or ARTST-142.

Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration.

Then open to all in the second week.

ARTST-242 Topics in Digital Art**ARTST-242DM Topics in Digital Art: 'Digital Media Art'**

Not Scheduled for This Year. Credits: 4

This intermediate digital arts course explores diverse contemporary methods of digital production and engages conceptual and aesthetic issues that arise in this new medium. Possible topics may draw from creative coding and algorithm art, computer animation, and interactive/immersive environments on platforms ranging from computer monitors to projections, to VR headsets and to portable electronic devices. We will explore emerging digital art practices and the role that digital media art plays within contemporary art.

Applies to requirement(s): Humanities

D. Williams

Prereq: An introductory creative production class at the 100 or 200 level such as ARTST-120, ARTST-131, ARTST-142, MUSIC-102, MUSIC-203, FMT-240VP, or ARCH-205.

Notes: Students enrolled in this course will be responsible for cost of course materials.

ARTST-242PE Topics in Digital Art: 'Digital Fabrication and Media Installation'*Spring. Credits: 4*

This intermediate digital arts course explores how open-source movements and contemporary art have cleared the way for play as a powerful metaphor for cultural participation. We will explore interactive tools, technologies which reframe our senses, and professional practices in environmental installation. We will consider the role of historical and social knowledge in the creation of interactive experiences and audio-visual environments, looking at work which tends to be discursive, which argues for a story or sets out a case, or which operates as a metaphor for our own digital realities.

*Applies to requirement(s): Humanities**D. Williams**Restrictions: This course is limited to ARTST/ARCH/FMT/MUSIC/DANCE majors only.**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials.***ARTST-246 Sculpture I***Spring. Credits: 4*

In Sculpture I, demonstrations and introductory projects will familiarize students with the tools and processes used to form and manipulate materials such as wood, metal, plaster, paper, wax, and glass. Students will also be asked to explore the potential of combining new technologies in media and fabrication with traditional approaches into immersive sculptural experiences. Each project will present students with a series of conceptual problems to solve. In this way, art-making is positioned as a process of finding individual and independent solutions to three-dimensional problems.

*Applies to requirement(s): Humanities**L. Bouton**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials.***ARTST-256 Printmaking I***Fall. 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**B. Taylor**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration. Then open to all in the second week.***ARTST-263 Topics in Paper and Book Arts****ARTST-263ZP Topics in Paper and Book Arts: 'Zines, Prints & Ephemera'***Not Scheduled for This Year. Credits: 4*

This course introduces students to the fundamentals of traditional bookbinding, contemporary artists' books and digital book design. A variety of book structures and skills will be demonstrated, discussed and used throughout the semester. Students will develop a basic understanding of what an artist's book is, where it fits in contemporary art practice as well as its historical context. This course will focus on both editioned and one-of-a-kind zines and ephemera for exchange and intervention throughout campus.

*Applies to requirement(s): Humanities**A. Maciuba**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials.***ARTST-280 Topics in Art Studio**

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

ARTST-280AB Topics in Art Studio: 'Artist's Books'*Not Scheduled for This Year. Credits: 4*

This course introduces students to the fundamentals of bookbinding and artist's books. A variety of sculptural book structures as well as basic hand papermaking 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 bookmaking and papermaking skills discussed to create a series of one-of-a-kind books throughout the semester.

*Applies to requirement(s): Humanities**A. Maciuba**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials.***ARTST-280CK Topics in Art Studio: 'Collective Making'***Not Scheduled for This Year. Credits: 4*

This interdisciplinary course investigates collaborative modes of making through a sequence of projects: creating works in chorus with objects in the MHC Art Museum, engaging with biological/chosen family members, and interacting with the campus community. Individual and group projects (including object-oriented and performative production), in-class exercises, critiques, readings, and discussions will introduce students to conceptual, practical, and ethical aspects of collective art making.

*Applies to requirement(s): Humanities**L. Iglesias**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration. Then open to all in the second week.*

ARTST-280CM Topics in Art Studio: 'Casting, the Multiple, and Installation'

Not Scheduled for This Year. Credits: 4

This course will introduce basic mold-making practices in relief casting, multi-part plaster mold building, life casting, vacuum forming, and more. These molds will then be used to mass produce objects in wax, plaster, concrete, pewter, and glass, as well as non-traditional materials like candy. Throughout this initial skill-building portion of the course, students will work closely with partnering institutions on campus (such as the Botanical Gardens and the Williston Library) to propose, fabricate, and ultimately install large-scale installations of their cast objects.

Applies to requirement(s): Humanities

L. Bouton

Prereq: ARTST-120, ARTST-131, or ARTST-142.

Advisory: Five College students require instructor's permission for this course.

Notes: Students enrolled in this course will be responsible for cost of course materials.

ARTST-280CP Topics in Art Studio: 'Creative Process'

Not Scheduled for This Year. Credits: 4

This is a space where students can explore their own creative impulses, develop ideas, and generate material. Here, we will stretch beyond the boundaries of any particular creative practice as it may be defined within disciplinary limits. We will engage in contemplative practices while using writing, movement, theater games, and time-based media in order to germinate seeds for projects -- projects we might explore further and possibly complete either within or beyond the bounds of the class itself. More importantly, we will begin to identify our own inner rhythms as makers, create patterns that support our creative process, and develop the capacity to listen deeply to what speaks to us. We will turn to makers and writers of all kinds for inspiration and guidance as we develop a vocabulary for process, including but not limited to: Judi Bari, Lynda Barry, CA Conrad, Louise Erdrich, Jozen Tamori Gibson, Alexis Pauline Gumbs, Bernadette Mayer, Dori Midnight, Pauline Oliveros, Yoko Ono & Rainer Maria Rilke.

Crosslisted as: FMT-240CP, ENGL-219CP

Applies to requirement(s): Humanities

A. Lawlor

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: FMT-102, FMT-103, FMT-104, FMT-106, ARTST-120, or ARTST-131.

Advisory: Priority from waitlist will be given to FMT and Art Studio majors and minors but students from other arts disciplines are encouraged to enroll, space allowing.

ARTST-280EP Topics in Art Studio: 'Experimental Painting and Drawing'

Fall. Credits: 4

Through a studio-based, interdisciplinary approach, this course explores diverse methods and practices within contemporary painting and drawing. We will discuss both traditional and experimental definitions of painting and drawing and exercise connections between other disciplines, including performance and sculpture. Topics include artwork as a byproduct of movement, unconventional materials in abstraction, and creative responses to current events. Upon completion of this course, students will gain a broad understanding of contemporary art, build a distinct visual vocabulary, and develop an interdisciplinary mindset in thinking about what paintings and drawings are and can be.

Applies to requirement(s): Humanities

L. Iglesias

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: ARTST-120, ARTST-131, or ARTST-142.

Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration.

Then open to all in the second week.

ARTST-280PT Topics in Art Studio: 'Painting the Series'

Fall. Credits: 4

Painting the Series is a rigorous course that expands skills that students have gathered prior to this semester. Students will engage deeply with the practice of painting in water or oil-based paint on variety of substrates, and create multiple series of works. The semester includes presentations, research, critiques, and discussions. Throughout history, artists have actively approached the strategy of creating a series in order to transform, distill, unpack, and otherwise evolve an original idea. Throughout our course, students will do the same through creating multiple series of works that respond to initial prompts and efforts.

Applies to requirement(s): Humanities

A. Green

Prereq: A 200-level painting class.

Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration.

Then open to all in the second week.

ARTST-280SJ Topics in Art Studio: 'Art, Public Space, and Social Justice Activism'

Not Scheduled for This Year. Credits: 4

What are some ways that art can disrupt oppressive structures of power? This course explores the ways in which contemporary artists centuries have responded to the call for political change and social justice, particularly with regards to issues of race, gender, sexuality, class, and ability. Drawing from interdisciplinary and intersectional perspectives, we will examine the role of visual and performance art within public spaces in shaping and furthering social movements and protest. Some possible themes and issues include public memory, artistic citizenship, counterpublics, "material" and "immaterial" artistic forms, and the collective impact of art activism on the social imagination.

Crosslisted as: GNDST-204SJ

Applies to requirement(s): Humanities; Multicultural Perspectives

S. Russell

Prereq: 4 credits in gender studies.

ARTST-280SP Topics in Art Studio: 'Sculptural Poetics'*Fall. Credits: 4*

What does it mean for a letter to support physical weight? For a word to overtake a building? For a sentence to be planted in the ground? In *Sculptural Poetics*, we will create dimensional text-work and examine the history of poetic linguistic expression. How can language be made physical? How can words levitate, press, dissolve, disrupt, and productively confuse existing boundaries? Using a wide variety of processes including casting, textiles, woodworking, video projection, and performance, we will create textual interventions both inside and beyond the studio.

*Applies to requirement(s): Humanities**K. Clare**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials.***ARTST-280WE Topics in Art Studio: 'Wearables and Soft Sculpture'***Spring. Credits: 4*

This course introduces students to the history of textiles, fiber arts, soft sculpture, and wearables in relation to cultural and political themes. How do textiles transform from flat surfaces into three-dimensional objects or become a second skin to the object? We will focus on the design, fabrication, and creative application of textile construction processes using a range of fabrics, yarn, and materials associated with wearables and soft sculpture. We will experiment with the use of traditional hand tools, digital technologies, patterning, and natural dyes, engaging in small-scale and large-scale projects that culminate in group critiques.

*Applies to requirement(s): Humanities**X. Pham**Prereq: ARTST-120, ARTST-131, or ARTST-142.**Notes: Students enrolled in this course will be responsible for cost of course materials. For Art Studio majors only for the first week of pre-registration.**Then open to all in the second week.***ARTST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ARTST-330 Junior Studio***Spring. Credits: 4*

The primary goal of this course is to provide strategies for each student to develop an individual studio art practice. Through experimentation, thematic development, strong sketchbook skills, and research, students will begin the process of developing and articulating a conceptual focus in their own art production. Students will be asked to draw on technical skills acquired in 200-level medium-specific courses to create independently generated projects. Simultaneously, students will be required to reflect clearly upon their work in short writing assignments towards the creation of a coherent artist statement. Our discussions will center on critical texts that help students position their work in larger contemporary art and cultural contexts.

*Applies to requirement(s): Humanities**L. Iglesias**Restrictions: This course is limited to juniors only; This course is limited to Art Studio majors only.**Instructor permission required.**Prereq: At least four 200-level studio art courses.**Notes: Students will be responsible for cost of materials.***ARTST-380 Advanced Topics in Art Studio****ARTST-380AE Advanced Topics in Art Studio: 'Race, Gender and Sexual Aesthetics in the Global Era'***Not Scheduled for This Year. Credits: 4*

Reading across a spectrum of disciplinary focuses (e.g. philosophies of aesthetics, post-structural feminisms, Black cultural studies, and queer of color critique) this course asks the question what is the nature of aesthetics when it negotiates modes of difference? This course explores the history and debates on aesthetics as it relates to race, gender, and sexuality with particular emphasis on Black diaspora theory and cultural production. Drawing on sensation, exhibitions, active discussion, observation, and experimentation, emphasis will be placed on developing a fine-tuned approach to aesthetic inquiry and appreciation.

*Crosslisted as: GNDST-333AE**Applies to requirement(s): Humanities; Multicultural Perspectives**S. Smith**Prereq: 8 credits in Gender Studies.***ARTST-380PE Advanced Topics in Art Studio: 'Media and Performance'***Not Scheduled for This Year. Credits: 4*

Red-curtained theatrical stages, rock concert arenas, and avant-garde galleries all use media technologies to stage acts of live performance. At the same time, live performance frequently plays a role in media exhibition practices, from film screenings to Instagram feeds. Across sites ostensibly devoted to "media" or "performance," this course examines their intersections. Combining theoretical perspectives from media studies and performance studies, we will explore critical approaches to mediation and liveness, production and reception, and performance's digital directions.

*Crosslisted as: FMT-330PE**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Cornfeld**Prereq: 8 credits in Film, Media, Theater or Art Studio.***ARTST-380TX Advanced Topics in Art Studio: 'Abolition and Radical Textiles'***Fall. Credits: 4*

How do the topics of abolition and textiles come together? Marginalized communities have historically used folkloric, textile arts and material culture to amplify abolitionist causes. From secret quilt codes of the Underground Railroad to an abolitionist community sustained by a silk mill in Florence, Massachusetts how might thinking *with* textiles intervene on patriarchal systems rooted in rigidity, isolation and punishment? From the social devaluation of domesticized and feminized labor of weaving, quilting, sewing to banners, students will theorize and experiment with textiles, leaving with a grounded understanding of how textiles/fibers can and have played an essential role in the history of abolition.

*Crosslisted as: CRPE-373, GNDST-333TX**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive, Community-Based Learning**R. Hwang, S. Smith**Prereq: 8 credits in Critical Race and Political Economy, Gender Studies, and/or Art Studio.*

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

L. Bouton, D. Williams

Restrictions: This course is limited to Art Studio majors only.

Prereq: At least four 200-level studio art courses.

Notes: Students will be responsible for cost of materials. MHC art studio majors only. Repeatable for credit.

ARTST-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Notes: Senior Art Studio majors may elect to become candidates for an honors thesis with approval of the Art Studio faculty. Students enrolled in all Art Studio courses will be responsible for cost of course materials.

ARTST-395SS Senior Studio

Fall and Spring. Credits: 4

L. Bouton, D. Williams

Restrictions: Limited to Mount Holyoke Art Studio majors in their senior year

Instructor permission required.

Notes: Students will be responsible for cost of materials. MHC Art Studio majors only. Repeatable for credit.

Art History (ARTH)

ARTH-101 The Built Environment

Spring. Credits: 4

Architecture may have originated as a response to basic human needs, but it very quickly took on complex meanings that transcend practicality. This course focuses on architecture from prehistory to the present, including buildings, cities, and urban planning; infrastructure and engineering; the unbuilt (and unbuildable) as well as the built world. Case studies cover design and theory as well as history. Individual projects and sites are explored as windows onto design principles, problems, and solutions; changing techniques, materials, and concerns; and human needs, desires, and ideals as manifested in the built world.

Applies to requirement(s): Humanities

The department

ARTH-102 Art in the Premodern World

Fall. Credits: 4

If creativity is what makes us human, then art has special power to connect us to people of the distant past. This course traces key instances of creative expression from antiquity through the Middle Ages, when art as such was not yet a distinct concept and museums did not exist. Instructors choose case studies from different cultures and periods that touch on fundamental themes of human experience such as ritual, belief, and death. Students learn to analyze objects, images, and built environments in light of their visual and material properties, social contexts, and place in the larger history of human creativity.

Applies to requirement(s): Humanities

S. Barber

Advisory: This course replaces ARTH-100PW and may not be taken by students who have completed that course.

ARTH-103 Western Art: 1400-2000

Fall and Spring. Credits: 4

Art has the power to drive as well as reflect history. This course explores artists, images, objects, and buildings that have defined identity, sparked revolution, and changed how people think and act over the last seven centuries. Case studies include works that define the western tradition and others that interrogate its complicated legacy. We will see the rise of the very concept of Art along with the heightened status of the artist in society, the origins of the art museum and of the commercial art market. Students gain art-historical skills and learn to analyze the mechanisms by which creative expression shapes history, politics, and beliefs.

Applies to requirement(s): Humanities

P. Staiti, J. Maier

Advisory: This course replaces ARTH-100WA and ARTH-100SE, and may not be taken by students who have completed either one.

ARTH-104 Talking Pictures: An Introduction to Film

Spring. 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: *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: FMT-103

Applies to requirement(s): Humanities

P. Staiti

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.

Crosslisted as: RELIG-108

Applies to requirement(s): Humanities; Multicultural Perspectives

A. Sinha

ARTH-106 Arts of Africa and Its Diasporas

Not Scheduled for This Year. Credits: 4

This course introduces students to art and architecture created by peoples of African descent around the world. Through case studies spanning centuries and continents, students encounter a dazzling array of artforms that reflect changing contexts and cultural entanglements, fuse new and old belief systems, and flourish while transcending borders. Selected topics vary, but themes may include gender; performance; resistance to settler colonialism and enslavement; modernity and modernism; and museums, decolonization, and repatriation.

Applies to requirement(s): Humanities; Multicultural Perspectives

K. Newberry

ARTH-230 Italian Renaissance Art

Not Scheduled for This Year. Credits: 4

This survey outlines the arts in Italy from the late thirteenth to sixteenth centuries, a time of major cultural transformation. Our approach will be primarily geographic, focusing on individual cities and courts in order to understand the social networks that linked artists with their patrons and publics. We will also address key themes such as the functions of art; the role of women in the arts; the changing status of artists; portraiture and the fashioning of identity; the rise of print; art and ideas about faith, love, desire, and marriage; and the cross-cultural links between Italian artists and their colleagues far away.

Applies to requirement(s): Humanities

J. Maier

Restrictions: Course limited to sophomores, juniors and seniors

ARTH-231 Northern Renaissance Art

Fall. 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-232 Renaissance Cities**ARTH-232FR Renaissance Cities: 'Florence'***Fall. Credits: 4*

The origins of the Italian Renaissance are usually traced to one city, Florence, where a cultural revival sparked around 1400 gained momentum, ultimately radiating through Europe and beyond to become enshrined in the western canon. This course will bring Renaissance Florence back down to earth by grounding its remarkable creative energy in a convergence of social and historical factors. Taking the long view from the 1200s to the 1500s, we will see how war, plague, belief, ritual, politics, gender, and local and global concerns all played a role in shaping the city's art, architecture, and urban form.

*Applies to requirement(s): Humanities**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-232RM Renaissance Cities: 'Rome'***Not Scheduled for This Year. Credits: 4*

Renaissance Rome was a bundle of contradictions: a place of earthly corruption and sacred pageantry, crumbling ruins and glittering palaces, decay and renewal. While still impressive, the city had fallen far from its ancient glory days as capital of an empire. This course begins in the early 1400s, when the papacy returned after an absence of more than a century to reclaim a rundown, depopulated, lawless place. We trace the remarkable series of artistic, architectural, intellectual, and urbanistic transformations that, by 1600, had prepared Rome for a renewed role on the world stage.

*Applies to requirement(s): Humanities**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-233 Italian Renaissance Architecture***Not Scheduled for This Year. Credits: 4*

Renaissance Italy gave rise to an extraordinarily influential version of classical architecture. Figures like Brunelleschi and Palladio took their cues from antiquity while moving beyond it to pioneer new techniques and designs. In this class, students explore developments in building types such as churches, palaces, and villas, as well as urban planning and landscape design. Recurrent themes include the rise of the professional architect, the development of the written treatise, the balance of theory and practice, and the role of patronage. In Renaissance culture, architecture was more than functional: it was a public statement that could project power, taste, and status.

*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*

This class turns away from the conventional Eurocentric narrative of the Renaissance, reframing it as a time when exploration and cross-cultural encounters inspired a rich and varied array of art, architecture, and sculpture. The objects we will examine include world maps from Europe and China, West African ivories, Benin bronzes, Indian miniatures, Islamic metalwork, Mexican feather paintings, Aztec cartography, colonial Latin American buildings and murals, as well as European paintings and illustrated books. All of these items speak to expanding networks of trade and conquest. Collectively, they show just how global and connected the Renaissance world really was.

*Applies to requirement(s): Humanities; Multicultural Perspectives**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors***ARTH-241 Nineteenth-Century European Art: Neoclassicism to Impressionism***Fall. Credits: 4*

This course will survey art in Europe from the French Revolutionary era to the last quarter of the nineteenth century – or, in the language of art history, from the neo-classical painters (David and his atelier) to the great painters of modern life in Paris (Manet and his followers). This 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.

*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, and more. 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: China, England, France, Germany, Mexico, Russia, and the U.S.

*Applies to requirement(s): Humanities**A. Lee**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 Hot Art During the Cold War*Not Scheduled for This Year. Credits: 4*

This course traces the different paths of painting, sculpture, and mixed media in the United States and, to a lesser extent, Western and Eastern Europe between 1945 and 1989. It begins with both the "climax" and "crisis" of modernism in midcentury and the movements and works that the crisis spawned. In the second half of the course, it follows art's relationship with a variety of postmodern subjects and debates. Throughout, it measures the effects of geopolitical tensions on the visual arts. Readings include a wide range of primary and secondary sources, with essays by art historians, critics, and artists.

Applies to requirement(s): Humanities

A. Lee

*Restrictions: Course limited to sophomores, juniors and seniors***ARTH-246 Photography As Art***Spring. Credits: 4*

In case studies beginning in the 1930s and continuing to the present, this course explores the many uses of photographs as art. It regards pictures made as individual art works as well as those objects using photographs and photographic materials as parts of an ensemble. We will trace a chronological but also winding path through different regions of the world, including experiments in Africa, Asia, and Europe, in addition to a more prominent concern with those in North America. Some of the case studies may include works by Ansel Adams, Eleanor Antin, Diane Arbus, Henri Cartier-Bresson, Robert Frank, Anselm Kiefer, An-My Le, Dinh Q. Le, Robert Mapplethorpe, Martin Parr, and Fazal Sheikh.

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, including the depictions of nature, race, revolution, and country life. The course focuses on 'American Masters': Copley, Stuart, Cole, Church, Eakins, Homer, Sargent, Whistler, and Cassatt are some of the key artists.

Applies to requirement(s): Humanities

P. Staiti

*Restrictions: Course limited to sophomores, juniors and seniors***ARTH-290 Issues in Art History****ARTH-290BC Issues in Art History: 'Bollywood: A Cinema of Interruptions'***Spring. Credits: 4*

Indian popular cinema, known commonly as Bollywood, is usually understood to have weak storylines, interrupted by overblown spectacles and distracting dance numbers. The course explores the narrative structure of Bollywood as what scholar Lalitha Gopalan calls a "constellation of interruptions". We will learn to see Bollywood historically, as a cultural form that brings India's visual and performative traditions into a unique cinematic configuration. We will analyze a selection of feature films, read scholarly articles, participate in debates, write guided assignments, and pursue independent research papers in order to understand Bollywood's uniqueness in relation to world cinema.

*Crosslisted as: FMT-230BC**Applies to requirement(s): Humanities; Multicultural Perspectives*

A. Sinha

*Restrictions: Course limited to sophomores, juniors and seniors***ARTH-290MV Issues in Art History: 'Art, Nature, and Ecology in the Medieval World'***Spring. Credits: 4*

From gardens of paradise to wild forests, silent deserts to raging seas, the natural world was a potent source of meaning and metaphor in the Middle Ages. This course examines human engagements with nature in art, architecture, and literature to reveal how medieval people were shaped by—and also shaped—the landscapes around them. Adopting a thematic and comparative approach, we will explore the intersections between medieval science, society, and religion. How did medieval people conceptualize the world around them? How did the landscape itself express power—secular, sacred, and supernatural? To what extent do medieval ideas of landscape continue to shape our lives today?

Applies to requirement(s): Humanities

S. Barber

*Restrictions: Course limited to sophomores, juniors and seniors***ARTH-290RA Issues in Art History: 'Roman Art and Archaeology'***Fall. Credits: 4*

This course provides an introduction to the art, architecture, and archaeology of the ancient Romans. At its height, the Roman Empire controlled much of the ancient Mediterranean. As Roman power spread, so too did Rome's art and architecture. This course examines the major developments in Roman archaeology from the foundation of Rome through the growing Republic of Pompey and Caesar, the Rome of the emperors, and the rise of Christianity. We will explore how material culture, from tombs and temples in Rome to the urban planning of provincial cities, can help us to better understand the connections between material culture and history, politics, religion, and daily life in the Roman world.

*Crosslisted as: CLAS-230RA**Applies to requirement(s): Humanities*

C. Baker

ARTH-290RC Issues in Art History: 'Medieval Architecture'*Fall. Credits: 4*

To step inside a medieval cathedral is still a profound experience. Nowadays, their majestic heights and elegant forms are objects of quiet contemplation. Yet medieval buildings were seldom still or silent, and their audiences were rarely disinterested observers. This course surveys the architecture of Europe and the Mediterranean between the fourth and the fifteenth centuries. Together, we will explore the development of the distinctive forms of medieval architecture in both the East and the West— from churches and monasteries to mosques, synagogues, cities, and palaces— and how these spaces were activated in contexts of ritual, liturgy, and performance.

Applies to requirement(s): Humanities; Multicultural Perspectives

S. Barber

Restrictions: Course limited to sophomores, juniors and seniors

ARTH-290RP Issues in Art History: 'Renaissance Print Culture'*Spring. Credits: 4*

Like the internet in our modern digital age, the Renaissance print was a revolutionary tool of communication—one that held the power to incite violence, alter beliefs, shape popular taste, frame intellectual and artistic debate, and open new worlds. This seminar will trace the rise of print from its origins in western Europe around 1450 to the emergence of the international print market by about 1600. Frequent sessions in the Mount Holyoke College Art Museum and Special Collections will allow us to explore first-hand the physical and material properties of prints. In addition to their techniques, types, and functions, we will consider their commerce, growing circulation, and cultural impact.

*Applies to requirement(s): Humanities**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 4 credits in the department.***ARTH-290TK Issues in Art History: 'Art History Toolkit: Research, Writing, Methods, Careers'***Not Scheduled for This Year. Credits: 4*

Geared toward new and prospective majors, this course covers art historical research, writing, critical methods, and career options. Students gain research proficiency in digital and analog library resources. They practice a wide range of scholarly and professional writing types. Readings and discussions highlight theories, methods, and urgent questions facing the field today, while invited speakers give an overview of the professional possibilities. Assignments include oral presentations and exhibition designs as well as frequent written work. The overarching goal is a strong foundation in art history as a discipline and a skill set that can lead to a rewarding future.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Maier**Restrictions: This course is limited to sophomores and juniors.**Prereq: 8 credits in the department.***ARTH-290VA Issues in Art History: 'Ancient Greek Vases and Vase Painting'***Not Scheduled for This Year. Credits: 4*

Greek painted vases are some of the most recognizable artifacts from the ancient Mediterranean. In this course, we will situate Greek vases and the scenes painted on them within Greek culture and its artistic production. We explore these vases, produced from the Minoan period through the Hellenistic age, from a variety of perspectives. Themes will include the artisans and workshops who produced these vases, the consumers – from ancient buyers to modern museums – who purchased them, the traders who moved them, the variety of styles and scenes, from mythological to daily life scenes, which decorated them, and the approaches to these vessels employed by current and past scholars

*Crosslisted as: CLAS-250VA**Applies to requirement(s): Humanities**C. Baker***ARTH-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***ARTH-300 Seminar****ARTH-300AM Seminar: 'Architecture in Miniature in Asia'***Spring. Credits: 4*

The course explores small objects that allude to large spaces in different periods and regions of Asia. Portable objects represent real and imaginary buildings in Buddhist Central Asia, Islamic West Asia, and Chinese tombs. Persian miniature paintings are sectioned into architectural enclosures. Chinese landscape paintings and Japanese "dry" gardens compress the natural environment itself. In an active learning environment, we will experience the pleasure of scale-shift in small things. We will examine scholarly articles, write persuasive essays, visit Mount Holyoke's Art and Skinner museums, and make "archimorphic" objects in the Fimbel Maker and Innovation Lab.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Sinha**Restrictions: This course is open to juniors and seniors***ARTH-300MY Seminar: 'Building After Rome: Early Medieval Architecture'***Fall. Credits: 4*

Even in ruins, the buildings of ancient Rome still amaze us: luxurious villas and palaces, monumental theaters and bathhouses, even a strikingly modern-looking public infrastructure. But how did architecture change after the Western Roman Empire's collapse in the fifth century CE? This seminar delves into the architecture of Late Antiquity and the Early Middle Ages (ca. 300-ca. 800 CE). We will range across geographic and religious boundaries to consider themes such as: the effects of the so-called "Fall of the Roman Empire" on architectural practice; religious architecture; patronage, labor, and materials; and cross-cultural connections in the Mediterranean world.

*Applies to requirement(s): Humanities**S. Barber**Restrictions: This course is open to juniors and seniors**Prereq: 4 credits in Art History.***ARTH-301 Topics in Art History****ARTH-301MH Topics in Art History: 'Making History'***Spring. Credits: 4*

Description: This research seminar looks at the relationship between historical painting and the history it depicts. How much is fact; how much is fiction; and how do we explain the differences? To what ends was it painted? The focus will be on contemporary history painting in the period 1770-1875. The first half of the semester will examine these questions using critical theory and real examples. Students will then develop a major American, British, or French history painting for sustained research and analysis. Possible pictures include Turner's *Slave Ship*, Gericault's *Raft of the Medusa*, Copley's *Watson and the Shark*, David's *Marat*, and others. Numerous papers and class presentations.

*Applies to requirement(s): Humanities**P. Staiti**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Art History.**Advisory: A course in American or modern art is recommended.**Notes: Four class presentations, four short papers, and one term paper.*

ARTH-302 Great Cities

ARTH-302RM Great Cities: 'Rome, the Eternal City'

Not Scheduled for This Year. Credits: 4

This seminar will survey the past, present, and future of the Eternal City through its remarkable art, architecture, and urbanism. We will examine the material traces of Rome's journey from ancient capital to center of Christianity, seat of the caesars to that of the popes and prime ministers, beacon to pilgrims and tourists, then finally modern capital and – perhaps – sustainable city. Despite its problems, this "mother of all cities" continues to be a model of urban relevance and staying power.

Applies to requirement(s): Humanities

J. Maier

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in Art History, Classics, or History.

ARTH-340 Seminar in Modern Art

ARTH-340AM Seminar in Modern Art: 'After Impressionism'

Not Scheduled for This Year. Credits: 4

This seminar will focus on the works of four painters, and we will choose from among the following: Bonnard, Cezanne, Gauguin, Pissarro, Seurat, Toulouse-Lautrec, and van Gogh. We will study their works in relation to the feverish debates about painting in the 1880s and 1890s that the previous generation's Impressionism brought about. As we will discover, the four artists were hardly a unified group, took distinct paths away from Impressionism, and pursued projects that had limited allegiance to its main tenets or, indeed, to the ideas and practices of each other. In all, they will represent the extraordinary vitality of art suddenly loosened from the academic world.

Applies to requirement(s): Humanities

A. Lee

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in art history.

ARTH-352 Topics in Modern and Contemporary Architecture

ARTH-352LW Topics in Modern and Contemporary Architecture: 'Spaces of Law'

Fall. Credits: 4

This seminar introduces a global survey of the spaces of law, with attention to the many ways architecture has shaped modern legal concepts that we take for granted today. Among other questions, we will ask: How is legal ideology shaped by the spatial arrangements of the courthouse? How does architecture frame legal evidence? How has the historical development of state-sanctioned punishment been reflected in urban space or architectural form? How has legal authority been reflected or produced by the design of legal space? And finally: can we use evidence in the built environment to reveal moments of resistance against this authority?

Applies to requirement(s): Humanities

L. Haber-Thomson

Restrictions: This course is open to juniors and seniors

Prereq: 4 credits in the department.

ARTH-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Asian Studies (ASIAN)

Asian Culture Courses

ASIAN-214 Philosophical Foundations of Chinese Thought: the Ancient Period

Spring. Credits: 4

An introduction to Chinese thought during the Eastern Zhou Dynasty (roughly 770-256 BCE), a time of remarkable philosophical growth and controversy. We read the works of this era's most influential philosophers, including: Kongzi (Confucius), Mozi, Laozi, Mengzi (Mencius), Zhuangzi, Xunzi, and Han Feizi. Topics discussed include: What makes for a just ruler? What kind of life should we live? What is our relationship to nature? We work to understand each philosopher's responses to these questions, but we also learn to develop our own answers. We take care to place these figures and their works in their historical and cultural context.

Crosslisted as: PHIL-212

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

J. Harold

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, FMT-230CW

Applies to requirement(s): Humanities; Multicultural Perspectives

Y. Wang

Notes: Taught in English

ASIAN-247 Chinese Women Writers in the 20th and 21st Centuries

Not Scheduled for This Year. 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-340 Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*

Not Scheduled for This Year. 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

Prereq: 8 credits in Asian Studies or Gender Studies.

Advisory: Intended for East Asian Studies majors and Asian Studies minors.

Notes: Taught in English.

ASIAN-362 Political Anthropology of the Middle East

Not Scheduled for This Year. 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.

Crosslisted as: ANTHR-316ME

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

E. Babül

Prereq: 8 Credits in Anthropology.

Asian Languages Courses

ASIAN-110 First Year Chinese I

Fall. Credits: 4

ASIAN-110 is the first semester of the first-year Chinese course. This course is intended for students with no or very little 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. Learning is supplemented by online learning resources, out-of-class language partner sessions, Language and Culture Commons Question and Answer sessions and the Chinese Language Table.

Applies to requirement(s): Humanities; Language

A. Kao, L. Xu

Advisory: Students with previous or equivalent language study should contact Lisha Xu, lxu@mtholyoke.edu, for placement.

ASIAN-111 First Year Chinese II

Spring. Credits: 4

ASIAN-111 continues ASIAN-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. Learning is supplemented by online learning resources, out-of-class language partner sessions, Language and Culture Commons Question and Answer sessions and the Chinese Language Table.

Applies to requirement(s): Humanities; Language

A. Kao, L. Xu

Prereq: ASIAN-110 or equivalent.

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 50 Kanji. Supplements class work with audio and video.

Applies to requirement(s): Humanities; Language

J. Chang, N. Nemoto

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

Coreq: ASIAN-120L.

Advisory: Only first-year, sophomores, and juniors may pre-register; if space is available, seniors may be able to register during Add/Drop; students with previous training in Japanese should contact Naoko Nemoto (nnemoto@mtholyoke.edu) 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

J. Chang, N. Nemoto

Prereq: ASIAN-120 or equivalent. Coreq: ASIAN-121L.

Advisory: Students with previous training in Japanese outside of MHC should contact Naoko Nemoto (nnemoto@mtholyoke.edu)

ASIAN-130 First Year Arabic I

Fall. Credits: 4

This course introduces the basics of Modern Standard Arabic and one dialect. It begins with a study of the Arabic script and sounds using the Alif Baa textbook, and then students will use *Al-Kitaab I*, 3rd edition (chapters 1-5). Students will acquire vocabulary and usage for everyday interactions in Arabic. In addition to the traditional textbook exercises, students will write short paragraphs, and participate in role plays and conversations.

Applies to requirement(s): Humanities; Language

J. Weinert

Advisory: Students with previous language study should contact May George (mgeorge@mtholyoke.edu) for placement.

ASIAN-131 First Year Arabic II

Spring. Credits: 4

This second half of the year-long course continues to introduce the basics of Modern Standard Arabic (MSA). It covers vocabulary for everyday use and essential communicative skills with regard to real-life and task-oriented situations. Students will concentrate on speaking and listening skills, as well as on learning the various forms of verbs, roots/patterns, and sentence structures. Students are expected to participate in various curricular tasks (e.g., role-plays, discussions) and extracurricular activities (e.g., cooking nights, movie nights, language tables) to dig into some cultural aspects. Students will also engage in conversations which introduce them to dialects to be able to authentically use the language.

Applies to requirement(s): Humanities; Language

M. George

Prereq: ASIAN-130 or equivalent.

ASIAN-160 First Year Korean I

Fall. Credits: 4

First Year Korean I is the first half of elementary Korean. 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

J. Lee

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

Advisory: Students with previous training in Korean should contact Kyae-Sung Park (kspark@mtholyoke.edu) for placement.

Notes: Only first-years, sophomores, and juniors may pre-register; if there are any remaining seats, seniors will be able to register during Add/Drop.

ASIAN-161 First Year Korean II

Spring. Credits: 4

First Year Korean II is the second half of elementary Korean. 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.

Advisory: Contact Kyae-Sung Park (kspark@mtholyoke.edu) for placement.

ASIAN-212 Second Year Chinese I*Fall. Credits: 4*

ASIAN-212 is the first semester of the second-year Chinese course. This course will 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. Learning is supplemented by online learning resources, out-of-class language partner sessions, Language and Culture Commons Question and Answer sessions and the Chinese Language Table.

*Applies to requirement(s): Humanities; Language**A. Kao, L. Xu**Prereq: ASIAN-111 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-213 Second Year Chinese II***Spring. Credits: 4*

ASIAN-213 continues ASIAN-212 Second Year Chinese I. A continuing emphasis on facility in daily life interactions will be supplemented and expanded by increasing discussion of broader issues in society, including education, employment, etc.

*Applies to requirement(s): Humanities; Language**A. Kao, L. Xu**Prereq: ASIAN-212 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.***ASIAN-222 Second Year Japanese I***Fall. Credits: 4*

ASIAN-222 is the third-semester course in Japanese for those who have taken ASIAN-121 or have equivalent preparation in Japanese. Includes approximately 250 kanji. Students in this course learn to listen and comprehend conversations about more sophisticated topics they would encounter in daily life in Japan, such as conducting conversations in a hospital, expressing their plans and intentions, asking a favor, asking for and listening to navigation directions, and giving and receiving gifts. They learn how to interact with Japanese people in such situations with appropriate cultural manners in preparation for any potential stay in Japan such as for study abroad or an internship.

*Applies to requirement(s): Humanities; Language**J. Chang**Prereq: ASIAN-121 or equivalent.**Advisory: Asian Studies 121 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.***ASIAN-223 Second Year Japanese II***Spring. Credits: 4*

ASIAN-223 is the fourth semester course in Japanese for those who have taken ASIAN-222 or have equivalent preparation in Japanese. Students in this course are taught to be able to explain procedures, ask and express opinions, understand and express complaints and apologies, while learning grammatical constructions such as passive, causative, causative-passive and different levels of politeness.

*Applies to requirement(s): Humanities; Language**J. Chang**Prereq: ASIAN-222 or equivalent.**Advisory: Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.***ASIAN-232 Second Year Arabic I***Not Scheduled for This Year. Credits: 4*

This course is the continuation of ASIAN-131, First Year Arabic II. Students will further 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**The department**Prereq: ASIAN-131.**Advisory: Asian Studies 131 or equivalent. Contact Heba Arafah (harafah@mtholyoke.edu) for placement.***ASIAN-233 Second Year Arabic II***Not Scheduled for This Year. Credits: 4*

This course is the continuation of ASIAN-232, Second Year Arabic I. Students will further 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.

*Applies to requirement(s): Humanities; Language**The department**Prereq: ASIAN-232 or equivalent.***ASIAN-262 Second Year Korean I***Fall. Credits: 4*

Second Year Korean I is the first half of intermediate Korean. 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**W. Jee**Prereq: ASIAN-161 or equivalent.**Advisory: Contact Kyae-Sung Park for placement.***ASIAN-263 Second Year Korean II***Spring. Credits: 4*

This course is the second half of intermediate Korean. It is designed to consolidate and solidify the language skills acquired in ASIAN-262, Second Year Korean I, and to continue developing proficiency in Korean speaking, listening, reading, writing, and culture.

*Applies to requirement(s): Humanities; Language**K. Park**Prereq: ASIAN-262 or equivalent.**Advisory: Contact Kyae-Sung Park (kspark@mtholyoke.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@mtholyoke.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@mtholyoke.edu, for placement.***ASIAN-312 Newspaper Reading and Journalistic Practice in China***Not Scheduled for This Year. 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@mtholyoke.edu, for placement.***ASIAN-314 Learning Chinese Through Film***Not Scheduled for This Year. Credits: 4*

This course advances students' Chinese reading, writing, listening, and speaking skills by studying contemporary Chinese films. The selected movies are mostly lighthearted comedies on youth, love, and aspirations, with discussions on relationships, immigration, elder care, education, and social justice. The class will watch the films and use the synopses and selected dialogues from the scripts as reading materials to facilitate linguistic and cultural learning. Students will also watch several prize winners/nominees by internationally acclaimed Chinese directors such as Yimou Zhang, Zhangke Jia, Kar-wai Wong, Xiaogang Feng, and Kaige Chen in the "Chinese Movie Night" activity. 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@mtholyoke.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. Xu**Prereq: ASIAN-311 or equivalent.**Advisory: Contact Lisha Xu, lxu@mtholyoke.edu, for placement.**Notes: Taught entirely in Chinese.***ASIAN-318 Business and Intercultural Communication In Chinese Society***Fall. Credits: 4*

This advanced Chinese course prioritizes spoken and written proficiency while emphasizing cultural competence. It delves into prevalent behavioral and discourse patterns observed in everyday conversations and business interactions. The curriculum places these linguistic aspects within the broader context of Chinese philosophy, values, and societal structures. The primary goal is to enhance oral, written, and intercultural communication skills, particularly in business, study abroad, and work-abroad settings. In addition to the core textbook, the course integrates a diverse range of supplementary materials, some of which are presented in English. Through lectures and various activities, students are actively encouraged to critically evaluate and compare Western assumptions with alternative cultural perspectives. Formal and informal discourse materials are employed to develop linguistic competencies in both written and conversational styles. Furthermore, the incorporation of technology tools for interactive video lessons and skit performances enhances the overall learning experience.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Xu**Prereq: ASIAN-311.*

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 or equivalent.

Advisory: Asian Studies 223 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) 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 or equivalent.

Advisory: Asian Studies 324 or equivalent. Students with previous training in Japanese outside of MHC should consult Naoko Nemoto (nnemoto@mtholyoke.edu) for placement.

Independent Study Courses**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

Code	Title	Credits
Anthropology		
ANTHR-204	Anthropology of Modern Japan	4
ANTHR-316ME	Special Topics in Anthropology: 'Political Anthropology of the Middle East'	4
ANTHR-316PR	Special Topics in Anthropology: 'Productive and Reproductive Labor in the Middle East'	4
Art History		
ARTH-105	Arts of Asia	4
ARTH-290BC	Issues in Art History: 'Bollywood: A Cinema of Interruptions'	4
ARTH-300AM	Seminar: 'Architecture in Miniature in Asia'	4
Asian Studies		
ASIAN-110	First Year Chinese I	4
ASIAN-111	First Year Chinese II	4
ASIAN-120	First Year Japanese I	6
ASIAN-121	First Year Japanese II	6
ASIAN-130	First Year Arabic I	4
ASIAN-131	First Year Arabic II	4
ASIAN-160	First Year Korean I	4
ASIAN-161	First Year Korean II	4
ASIAN-212	Second Year Chinese I	4

ASIAN-213	Second Year Chinese II	4
ASIAN-214	Philosophical Foundations of Chinese Thought: the Ancient Period	4
ASIAN-215	Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater	4
ASIAN-222	Second Year Japanese I	4
ASIAN-223	Second Year Japanese II	4
ASIAN-232	Second Year Arabic I	4
ASIAN-233	Second Year Arabic II	4
ASIAN-247	Chinese Women Writers in the 20th and 21st Centuries	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-318	Business and Intercultural Communication In Chinese Society	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 The Story of the Stone	4
ASIAN-362	Political Anthropology of the Middle East	4

English

ENGL-274	Introduction to Asian American Literature	4
ENGL-334BG	Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'	4

Film, Media, Theater

FMT-230BC	Intermediate Courses in History and Theory: 'Bollywood: A Cinema of Interruptions'	4
FMT-230CW	Intermediate Courses in History and Theory: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4
FMT-330BG	Advanced Courses in History and Theory: 'Beyond Geishas and Kung Fu Masters'	4

Gender Studies

GNDST-204CW	Women and Gender in the Study of Culture: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4
GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4
GNDST-333HH	Advanced Seminar: 'Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i> '	4

History

HIST-124	History of Modern South Asia, 1700 to the Present	4
HIST-137	Modern East Asia, 1600-2000	4
HIST-222	Muslim Politics in Modern South Asia	4
HIST-239CD	Topics in Asian History: 'Chinese Diasporic Communities in the World: Race, Empire, and Transnationalism'	4

HIST-239EN	Topics in Asian History: 'Empire, Nation, and the Making of Tribes in South Asia'	4
HIST-239GF	Topics in Asian History: 'Global Food and Local Tastes in Modern East Asia'	4
HIST-239HH	Topics in Asian History: 'History of Humans and Other Living Beings'	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-301CS	Colloquium: 'Capitalism in South Asia'	4
HIST-332	Environmental History of China	4
Philosophy		
PHIL-212	Philosophical Foundations of Chinese Thought: The Ancient Period	4
Politics		
POLIT-208	Chinese 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-333	Just War and Jihad: Comparative Ethics of War and Peace	4
POLIT-342	Islamic Political Thought	4
POLIT-359	Democratization and Civil Society in East Asia	4
Religion		
RELIG-102	Introduction to Islam	4
RELIG-108	Arts of Asia	4
RELIG-163	Introduction to Buddhism	4
RELIG-207	Women and Gender in Islam	4
RELIG-241	Women and Gender in Buddhism	4
RELIG-267	Buddhist Ethics	4
RELIG-311	Love, Madness, Discipline: the Sufi Path In Islam	4
RELIG-343	The Sabbath	4

Astronomy (ASTR)

ASTR-100 Stars and Galaxies

Fall and Spring. 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

K. Lester

ASTR-102 Solar Systems

Not Scheduled for This Year. 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

The department

ASTR-104 Planet Earth

Fall and Spring. Credits: 4

This course traces the origins of the universe, our solar system, and Earth and provides an introduction to the field of planetary science. It follows the evolution of terrestrial planets and asteroids through geologic processes. Topics include planetary origins, atmospheres, interiors, and magnetic fields; plate tectonics; volcanism, weathering, earthquakes, faults and folding on terrestrial planets; distribution and limitations of resources on Earth and other bodies; and the search for the origins of life.

Applies to requirement(s): Math Sciences

B. Boatwright

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-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

The department

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

K. Lester

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

K. Lester

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 Planetary Science

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-330MA Topics in Planetary Science: 'Mars'

Not Scheduled for This Year. 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

The department

Prereq: Any intermediate-level Astronomy or Geology course.

Advisory: ASTR-223 recommended.

ASTR-330MN Topics in Planetary Science: 'Moon'

Fall. Credits: 4

This course will survey the past, present, and future of the exploration and science of the Earth's Moon. 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

B. Boatwright

Prereq: Any intermediate-level Astronomy or Geology course.

Advisory: ASTR-223 recommended but not required.

ASTR-335 Astrophysics II

Not Scheduled for This Year. Credits: 4

This is a course in applied physics with the ultimate goal of describing how stars work. Topics include gravitation, stellar mass determination, stellar structure, stellar atmospheres, stellar evolution, and the physics of pulsating stars. We will approach each of these topics from fundamental concepts and we will work our way to a detailed understanding. On the way we will review the structure of the atom, radiative processes, and some basic principles of thermodynamics.

Applies to requirement(s): Math Sciences

The department

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

The department

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 (BIOCH)

Course Offerings

BIOCH-295 Independent Study

Fall and Spring. Credits: 1 - 4

In this class, students will acquire hands-on and/or applied experience in diverse aspects of the research process in any field of Biochemistry under the direction and supervision of a faculty advisor. Typically, these projects are related to the research program of the advisor. Student experiences often include: familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical and instrumentation skills, collecting and analyzing data, writing and/or presenting their results. Faculty in the Biochemistry program accept research students through research applications within their home departments. To inquire about enrollment, students should therefore fill out the application forms available through the Departments of Chemistry and Biological Sciences. The application is generally available each semester with a deadline immediately following the advising period, and faculty meet before the end of the semester to place students in labs for the following semester. Enrollment into a research opportunity depends on lab capacity, so often not all applications are able to be fulfilled. A single credit requires an average of 3 hours of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

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.

Applies to requirement(s): Math Sciences

K. McMenimen

Restrictions: This course is limited to Biochemistry majors only.

Prereq: BIOL-220 (or BIOL-230), and CHEM-302, and CHEM-231. 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. Berry

Prereq: CHEM-202 with a grade of C or better.

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.

Applies to requirement(s): Math Sciences

K. McMenimen

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

C. Gravel

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-330RN Topics in Biochemistry and Molecular Biology: 'The RNA World: The Origin of Life to Modern Cells'

Fall. 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: 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

In this class, students will acquire hands-on and/or applied experience in diverse aspects of the research process in any field of Biochemistry under the direction and supervision of a faculty advisor. Typically, these projects are related to the research program of the advisor. Student experiences often include: familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical and instrumentation skills, collecting and analyzing data, writing and/or presenting their results. Faculty in the Biochemistry program accept research students through research applications within their home departments. To inquire about enrollment, students should therefore fill out the application forms available through the Departments of Chemistry and Biological Sciences. The application is generally available each semester with a deadline immediately following the advising period, and faculty meet before the end of the semester to place students in labs for the following semester. Enrollment into a research opportunity depends on lab capacity, so often not all applications are able to be fulfilled. A single credit requires an average of 3 hours of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

The department

Instructor permission required.

Notes: See safety training restrictions in the course description for Biochemistry 295

Biological Sciences (BIOL)

BIOL-145 Introductory Biology

BIOL-145AB Introductory Biology: 'Animal Bodies, Animal Functions'

Not Scheduled for This Year. 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-years and sophomores.

Coreq: BIOL-145ABL.

BIOL-145BT Introductory Biology: 'Biology Today'

Spring. Credits: 4

In this student-centered course, we will explore some of the core concepts, language, and frameworks used in the discipline of biology. This course will help students develop and hone an important skill-set, including experimental design, scientific writing and problem solving. In lecture, we will learn biology by investigating topics that affect everyone, learning about the impacts of social stress on mammalian cardiovascular systems, the promise and peril of gene editing, and the evolution of human skin color, for example. All course objectives will be met through active learning exercises in lecture, readings, discussions, and hands-on work in the laboratory.

Applies to requirement(s): Math Sciences

R. Brodie

Coreq: BIOL-145BTL.

BIOL-145EX Introductory Biology: 'Exploring Biodiversity'

Spring. Credits: 4

In this course, we will take a leap back in time to the origins of life, discuss the evolution of major organismal lineages, and investigate biology processes at different scales, from cellular to ecological. Through the lectures, labs, and in-class discussions, students will be able to explain how scientific knowledge is generated. In lab, students will explore biological diversity, cellular dynamics, and evolutionary and ecological processes, with a focus on gaining skills in scientific inquiry, including hypothesis development, experimental design, collecting and analyzing results, and scientific writing.

Applies to requirement(s): Math Sciences

C. Drummond

Coreq: BIOL-145EXL.

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 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-145LC Introductory Biology: 'Locomotion'

Fall. Credits: 4

One of the most intriguing features of animals is the range of ways in which they are able to move. From running and jumping to climbing, swimming and flying, different forms of locomotion have allowed animals to exploit most of earth's habitats. In this course we will study the anatomy, physiology, biomechanics and biochemistry underlying different types of animal movement. While some of our focus will be on humans, we will take advantage of a wide range of mainly vertebrate animal models to understand the evolution and function of the musculoskeletal system and how it is used during locomotion.

Applies to requirement(s): Math Sciences

G. Gillis

Restrictions: This course is limited to first-years and sophomores.

Coreq: BIOL-145LCL.

BIOL-145MB Introductory Biology: 'Marine Organismal Biology'

Fall. Credits: 4

In this course, students will explore the diversity of form and function that exists within oceanic organisms with a particular focus on intertidal and subtidal ecosystems of the Northeast U.S. We will learn how organisms are classified, what structures and systems enable these organisms to function and adapt to their unique environments, and how organisms interact with one another and their habitats.

Applies to requirement(s): Math Sciences

J. Baumann

Coreq: BIOL-145MBL.

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

J. Andras, A. van Giessen

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*

Developmental biology is a topic full of fantastic questions: how does a single egg transform into an organism with many cells and tissue types? What controls gene expression? What is the interplay between environmental signal and plant hormones? In this course plant and animal development will be studied at the level of genes, cells and tissues, in model organisms such as sea urchins, ferns, chicks and lilies. The laboratory is at the heart of the course, and classwork is designed around the live material students will meet each week.

*Applies to requirement(s): Math Sciences**R. Fink, A. Frary**Prereq: BIOL-145 or BIOL-160, or NEURO-100. Coreq: BIOL-200L.***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-209 Science Communication***Not Scheduled for This Year. Credits: 4*

In this course, we will evaluate the practices that best support a shared understanding of facts and enable trustworthy storytelling. We will read peer-reviewed literature on the benefits, challenges, and equity considerations of using various presentation formats and platforms. Students will analyze and then practice science-sharing methods targeting professionals and general audiences.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. White**Prereq: 4 credits in the department.***BIOL-210 Molecular Genetics***Fall and Spring. Credits: 4*

A comprehensive study of the fundamental principles of classical and molecular genetics. Topics will include genetic inheritance, the central dogma, gene and protein expression and regulation, the genetic and molecular basis for disease, and modern techniques such as genomics, bioinformatics, and gene therapy. The laboratory component will illustrate and analyze these topics through selected experimental approaches.

*Applies to requirement(s): Math Sciences**R. Lijek, C. Woodard**Prereq: BIOL-200 and CHEM-150. Coreq: BIOL-210L.*

Advisory: Students are not allowed to take this course in the same semester as BIOL-220 Cell Biology. Also, students who previously took BIOL-230 Molecular Genetics and Cell Biology should not enroll in this course.

BIOL-220 Cell Biology*Fall. Credits: 4*

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

*Applies to requirement(s): Math Sciences**A. White**Prereq: BIOL-200 and CHEM-150. Coreq: BIOL-220L.*

Advisory: Students are not allowed to take this course in the same semester as BIOL-210 Molecular Genetics. Also, students who previously took BIOL-230 Molecular Genetics and Cell Biology should not enroll in this course.

BIOL-223 Ecology*Fall. Credits: 4*

This ecology 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.*

Advisory: Because the course uses quantitative methods, students must have experience with calculus or statistics; high school level courses are sufficient.
Notes: Biology 223 and/or Biology 226 must be taken for the Biology major.

BIOL-226 Evolution: Making Sense of Life*Spring. Credits: 4*

Evolution is central to our understanding of Biology; it helps us explain both the diversity and commonality in organismal form, function and behavior that have been generated over 3 billion years of life on Earth. We will discuss the mechanisms of evolution within populations and between species, examine some branches of the tree of life and learn how the tree is generated, discuss how phenotypes arise from genotypes and interactions with the environment, and how development is central to understanding evolution. Some themes include the evolution of symbiosis, sex, and human evolution, as well as the crucial role that evolutionary principles play in society including agriculture, medicine, and even the judicial system.

*Applies to requirement(s): Math Sciences**P. Brennan**Prereq: BIOL-200, BIOL-210, BIOL-220, BIOL-223 or BIOL-230. Coreq: BIOL-226L.**Notes: BIOL-223 and/or BIOL-226 must be taken for the Biology major.*

Instruction is a flipped classroom style. Students will be expected to watch videos before class and do active learning in the classroom. Students are expected to work in groups, as well as view about half the lectures before class.

BIOL-234 Biostatistics*Fall. Credits: 4*

The statistics sections of biology articles have become so technical and jargon-filled that many biologists feel intimidated into skipping them or blindly accepting the stated results. But how can we ask relevant questions or push the boundaries of knowledge if we skip these sections? Using lectures, data collection, and hands-on analysis in R, this course will connect statistics to biology to help students develop a gut instinct for experimental design and analysis. We will explore sampling bias and data visualization and review methods and assumptions for the most common approaches with examples from current biological literature and our own data.

*Applies to requirement(s): Math Sciences**J. Baumann**Prereq: 8 credits in biological sciences or ENVST-200. Coreq: BIOL-234L.***BIOL-241 Comparative Animal Physiology***Spring. Credits: 4*

Animals share needs such as eating, breathing, moving and reproducing. Yet their solutions to meeting these needs are incredibly diverse, constrained as they are by each group's evolutionary history and by the specific demands of the environment in which they live. By looking at the range of solutions animals have devised to navigate life on earth, we will explore fundamental themes in physiology including homeostasis and the relationship between structure and function. Using lectures, readings and discussions, students will gain an appreciation for the remarkably diverse ways in which animals have evolved to overcome the fundamental challenges of life.

*Applies to requirement(s): Math Sciences**S. Bacon, G. Gillis**Prereq: BIOL-145, BIOL-160, or NEURO-100, and BIOL-200. Coreq: BIOL-241L.***BIOL-249 The Naturalist Habit***Fall. Credits: 4*

In this course, we will explore the rich natural history of our region, focusing on organisms in their natural habitat and contemplating questions and approaches we might employ to better understand them and the ways in which they live. We will place particular emphasis on developing the habits of close and curious observation and coupling those habits with the skills and methods of scientific hypothesis development, experimental design, and field ecology.

*Applies to requirement(s): Math Sciences**J. Andras**Prereq: Any 100-level biology course (145 or 160) and BIOL-200.*

Notes: Class meetings will consist almost entirely of field trips to local natural areas, where we will spend most of our time outdoors. Field trips will proceed in all safe weather (e.g. cold, rain, wind, etc.), and attendance is mandatory.

*BIOL-249 counts as a 200-level course with lab.***BIOL-295 Independent Study***Fall and Spring. Credits: 1 - 4*

In this class, students will acquire hands-on experience in diverse aspects of the research process in any field of Biology, from familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical skills, collecting and analyzing data, to writing and/or presenting their results. To inquire about enrollment, students should fill out the application survey available on the departmental website or on my.mtholyoke. The application is generally available between registration and the end of exams, and faculty meet after exams to place students in labs for the following semester. Decisions depend on lab capacity. A single credit requires an average of 3 hrs of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

*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-210, BIOL-220, or BIOL-230 and instructor permission.*

Advisory: To obtain permission for BIOL-301 please email Professor Fink a list of courses you have taken in biology, ethics, medicine and/or reproductive technologies, and include your reasons for wanting to take this course.

BIOL-307 Vertebrate Anatomy*Fall. Credits: 4*

We will study the structure, function and evolution of the diversity of structures that allow vertebrates, including humans, to perform basic functions. We will connect these functions with day-to-day challenges for vertebrates, and we will discuss functional disruption such as disease and trauma. Students are expected to work in groups, as well as view most lectures before class. Class time will be used for active discussion and occasional guest lectures. During lab time, we will dissect many vertebrates and comfort with working with preserved and often smelly specimens is a must. This class requires memorization of many structures in a functional context.

*Applies to requirement(s): Math Sciences**R. Keefe**Prereq: 8 credits at the 200 level in Biology. Coreq: BIOL-307L.*

BIOL-315 Behavioral Ecology

Not Scheduled for This Year. 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-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 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

Restrictions: This course is open to juniors and seniors

Prereq: BIOL-210, BIOL-220, or BIOL-230. Coreq: BIOL-319L.

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: 'Substance Use Disorder: Addiction and Drug Memory Formation'

Not Scheduled for This Year. Credits: 4

In this course, we will review the contribution of memory processes to substance use disorder. We will review primary research literature and case studies that explore the neuronal plasticity that underlie drug addiction and long-term memory formation. After reviewing the scientific literature, we will examine the overlap between memory and addiction-related behaviors of rodents. This course will enable students to relate changes in neuronal structure and function to drug-associated behavioral changes.

Applies to requirement(s): Math Sciences

Other Attribute(s): Speaking-Intensive

A. White

Prereq: BIOL-200, BIOL-210, BIOL-220, or BIOL-230.

BIOL-321BE Conference Course: 'Inquiries in Behavioral Ecology'

Not Scheduled for This Year. Credits: 4

In this student-centered project-based course, students will design their own animal behavior investigation and prepare a web-based presentation, teaching module, or manuscript. At the end of the course, students will improve their understanding of basic concepts in behavioral biology and develop a deep understanding of the scientific literature in their area of inquiry. We will work on skills that promote supportive research environments, and explore inclusive approaches to science communication.

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-321BEL.

Advisory: BIOL-223 or BIOL-226 strongly recommended.

BIOL-321BX Conference Course: 'The Diverse Biology of Sex'

Fall. Credits: 4

Sex evolved multiple times in nature and is the most common way to reproduce in eukaryotes. This class will explore the diversity of sexual strategies that have resulted in over 500 million years of evolutionary history, diving deeply into mechanisms of sexual differentiation, and the resulting phenotypes. The second half of the class will focus on an exploration of sexual systems that rely primarily on two mating types: female and male. We will discuss the origin of this sexual binary, its usefulness and limitations, the common misunderstandings that are pervasive in modern culture, and how we can better engage with the nuance of biological complexity. We will discuss sex and gender and how they are viewed across disciplinary boundaries. Students will take weekly quizzes on the reading material, keep a journal with their questions and insights, and prepare a capstone presentation on a topic of their choosing.

Applies to requirement(s): Math Sciences

P. Brennan

Prereq: BIOL-223 or BIOL-226.

Advisory: Gender Studies students are welcome to contact the instructor to seek permission.

BIOL-321CE Conference Course: 'Local Community Ecology'

Not Scheduled for This Year. Credits: 4

This field-based lab course will explore local community ecology and biodiversity using our own Mount Holyoke campus in winter as a "living lab." We will explore local community patterns in study sites, identify plant and animal species, and develop research projects that investigate ecological processes and community interactions. Students will learn basic statistical programming using the R environment to analyze collected and available data for independent or group research papers/presentations. Lecture topics will include species/sign identification in winter, study design, niche and neutral theory, eco-evolutionary processes, predator-prey and host-pathogen dynamics, and human impacts on biodiversity. We will discuss the value of biodiversity and threat of climate change from different global perspectives.

Applies to requirement(s): Math Sciences

M. Hoopes

Prereq: Ecology (BIOL-223) or Evolution (BIOL-226).

Notes: Outdoor lab during winter – please dress appropriately. BIOL-321CE counts as a 300-level course with lab.

BIOL-321CR Conference Course: 'Coral Reefs in a Changing Climate'

Not Scheduled for This Year. Credits: 4

Coral reefs are among the most diverse and important ecosystems in the world's oceans. Yet they face a multitude of stressors leading to their decline in both structure and function – including ocean warming, acidification, coastal development, and land-use change. This course provides a detailed exploration of coral reef ecology, physiology, and biogeochemistry including reading, interpreting, and analyzing of primary literature. Building upon previous research we will work to understand the state of the world's reefs and evaluate possible solutions to the interacting stressors that imperil coral reefs in the modern world.

Applies to requirement(s): Math Sciences

J. Baumann

Prereq: 8 credits in Biology and BIOL-145 or BIOL-160.

BIOL-321EC Conference Course: 'Invasion Ecology'

Not Scheduled for This Year. Credits: 4

Invasive species have become a common focus for land managers and gardeners around the world because some invasive species have decimated local biodiversity. What can we learn about these species, their interactions with local communities, and the dynamics of invasions that will help us manage diversity in a changing world? We will discuss the science and politics behind invasive species and explore the secrets of their success their impacts. This course will include a whole class project or group research projects based on current issues in the literature or local invasive species.

Applies to requirement(s): Math Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

M. Hoopes

Prereq: 8 credits above BIOL-200 with BIOL-223 or BIOL-226 or ENVST-200.

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-220 or 230 and one additional Biological Sciences course above 200.

BIOL-321GE Conference Course: 'Genomics and Bioinformatics'

Fall. Credits: 4

In this course we will examine the structure of genomes and how they evolve, and explore methodologies that rely on genomic and transcriptomic sequencing data. Through in-class discussions we will dive into a number of topics that can be evaluated by sequence analysis such as large-scale mutations in genome structure that impact trait evolution (e.g., gene/genome duplications), the effects of environment on trait expression, identifying genomic loci associated with adaptation, potential environmental impacts of microbial community makeup, and personal genomics. For each topic, we will discuss why genomic and transcriptomic sequencing data are useful and how the data are analyzed. In lab we will gain familiarity with molecular wet-lab techniques and basic bioinformatic skills to conduct selected genomic and transcriptomic analyses.

Applies to requirement(s): Math Sciences

C. Drummond

Prereq: 8 credits at the 200 level in Biological Sciences. Coreq: BIOL-321GEL.

Advisory: BIOL-230, BIOL-210, or BIOL-226 strongly recommended. If you believe you have taken equivalent courses in other departments, please contact the instructor for permission.

BIOL-321ME Conference Course: 'Molecular Ecology'

Spring. 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-321MR Conference Course: 'Marine Invertebrate Physiology'

Not Scheduled for This Year. Credits: 4

Invertebrates are an incredibly diverse group of organisms that live in nearly all ecosystems across the earth. As ectotherms, invertebrates must develop plastic responses to environmental variation in order to survive. In this course, we will explore these plastic responses in marine invertebrates at all levels of organization – from cellular to ecosystem scales – through hands-on activities, projects, and synthesis of primary literature.

Applies to requirement(s): Math Sciences

J. Baumann

Prereq: 8 credits at the 200 level in Biological Sciences. Coreq: BIOL-321MRL.

BIOL-321PB Conference Course: 'Plant Biogeography'*Not Scheduled for This Year. Credits: 4*

What roles do ecology and evolution play in shaping where, when, and how plants are geographically distributed? In this course, we focus on this question by examining plant geographic patterns on both global and local scales. We explore how abiotic and biotic factors affect historical, present, and potential future plant distributions. Together we engage primary literature on topics such as island biogeography, climate change effects on species persistence, and contemporary influences of humans on the movement of plants. In lab we use analytical tools such as phylogenetics and ecological niche modeling to investigate the intersections between plant evolution, geography, and climate change.

*Applies to requirement(s): Math Sciences**C. Drummond**Prereq: 8 credits at the 200 level in Biological Sciences or equivalent. Coreq: BIOL-321PBL.***BIOL-321PR Conference Course: 'Pregnancy and the Placenta'***Not Scheduled for This Year. Credits: 4*

Pregnancy is a stunning feat of physiology. It is a conversation between two bodies – parental and fetal – whose collective action blurs the very boundaries of the individual. In this course we will explore such questions as: what is pregnancy, and how does the ephemeral, essential organ known as the placenta call pregnancy into being? How is pregnancy sustained? How does it end? We will consider the anatomy of reproductive systems and the hormonal language of reproduction. We will investigate the nature of "sex" hormones, consider racial disparities in pregnancy outcome, and weigh the evidence that the intrauterine environment influences disease susceptibility long after birth.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**S. Bacon**Prereq: 8 credits at the 200 level in Biological Sciences.***BIOL-321RB Conference Course: 'Race and Biology'***Not Scheduled for This Year. 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-321VX Conference Course: 'Outsmarting Pathogens'***Not Scheduled for This Year. Credits: 4*

Smallpox, a disfiguring infection called "one of the most devastating diseases known to humanity" by the World Health Organization, was eradicated from the planet through immunization. Polio paralyzed 350,000 children a year until immunization reduced infection by 99%. Why have we succeeded in immunizing against these pathogens but not HIV or the common cold? Students in this seminar will discuss primary literature in immunology, microbiology, and epidemiology to learn how vaccines outsmart pathogens. Study of biological mechanisms will be complemented with exploration of the socioeconomic factors that influence vaccine development and usage. Students' independent research will connect their interests and current events to course concepts.

*Applies to requirement(s): Math Sciences**R. Lijek**Prereq: BIOL-230 or both BIOL-210 and BIOL-220.***BIOL-322 Comparative Biomechanics***Not Scheduled for This Year. Credits: 4*

The main objective of this course is to explore organismal structure and function via an examination of the basic physical principles that guide how living things are constructed and how organisms interact with their environment. We will use the combined approaches of the biologist and engineer to study the impact of size on biological systems, address the implications of solid and fluid mechanics for animal design, survey different modes of animal locomotion, and learn how biologists working in diverse areas (e.g., ecology, development, evolution, and physiology) gain insight through biomechanical analyses.

*Applies to requirement(s): Math Sciences**G. Gillis**Prereq: 8 credits from Biological Sciences except BIOL-200.***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: BIOL-200 and two other courses at the 200-level in Biological Sciences.***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**C. Drummond**Prereq: 8 credits at the 200 level in Biological Sciences.**Notes: offered alternate years*

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-210, BIOL-220, or BIOL-230. Coreq: BIOL-327L.

BIOL-328 Human Physiology

Fall. Credits: 4

In this class we will learn about the functions of human organ systems and their relationships with each other in health and disease, at both the cellular and tissue levels. We will study the mechanisms that regulate a variety of organ systems and learn how these mechanisms respond to the changing needs of the individual. Because a purely reductive approach often misses important determinants of body function, we will also consider how human health and disease unfold in a person's particular social and cultural context.

Applies to requirement(s): Math Sciences

S. Bacon

Prereq: BIOL-220, BIOL-230, or BIOCH-311. Coreq: BIOL-328L.

BIOL-331 Conservation Biology

Not Scheduled for This Year. Credits: 4

This course focuses on advanced ecological theory applied to conservation. Class will combine lectures and discussions of primary scientific literature. Because Conservation Biology is an applied discipline, we will explore the nuances of management effects in different situations as well as the role of humans in the decline of biodiversity.

This year this course will not have a separate lab section or count as a lab course, but the course will still include a large final project that can be collaborative and community-based.

Applies to requirement(s): Math Sciences

Other Attribute(s): Speaking-Intensive

M. Hoopes

Prereq: BIOL-223, BIOL-226, BIOL-315, or ENVST-200.

BIOL-333 Neurobiology

Not Scheduled for This Year. Credits: 4

Description: We will study the electrical and chemical signals underlying the generation of the nerve impulse and synaptic transmission. We will then explore neuroanatomy, diseases of the brain and the neuronal circuits underlying learning and memory and sensory perception.

Applies to requirement(s): Math Sciences

A. White

Restrictions: This course is open to juniors and seniors

Prereq: 4 credits from Chemistry or Physics and BIOL-210, BIOL-230. Coreq: BIOL-333L.

Notes: Preference given to seniors

BIOL-337 Symbiotic Interactions

Spring. 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 infectious diseases to 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-340 Eukaryotic Molecular Genetics

Fall. 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., 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 one of the following: BIOL-210, BIOL-220, or BIOL-230. Coreq: BIOL-340L.

BIOL-351 Research Methods: Peer Review

Not Scheduled for This Year. Credits: 4

Peer review is the process by which scientists evaluate the integrity of each other's work. It is the backbone of science that justifies public confidence in our work and drives decisions about which research gets published and funded. Just as peer review is integral to science, teaching students how to peer review is integral to their education. This seminar will demystify the review process and give students hands-on experience reviewing manuscripts related to their interests. By critiquing other scientists' work, students will improve their own ability to design experiments, analyze and present data, communicate and see themselves as scientists.

Applies to requirement(s): Math Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

R. Lijek

Restrictions: This course is open to juniors and seniors

Prereq: BIOL-230 or both BIOL-210 and BIOL-220.

Advisory: Students may not take BIOL-321VX concurrently with this course.

BIOL-395 Independent Study

Fall and Spring. Credits: 1 - 8

In this class, students will acquire hands-on experience in diverse aspects of the research process in any field of Biology, from familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical skills, collecting and analyzing data, to writing and/or presenting their results. To inquire about enrollment, students should fill out the application survey available on the departmental website or on my.mtholyoke. The application is generally available between registration and the end of exams, and faculty meet after exams to place students in labs for the following semester. Decisions depend on lab capacity. A single credit requires an average of 3 hrs of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

The department

Instructor permission required.

Notes: NOTE: See safety training restrictions in description of Biological Sciences 295

BIOL-399 Biology 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

C. Drummond

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.

Chemistry (CHEM)

CHEM-150 General Chemistry: Foundations

Fall and Spring. Credits: 4

Introduces fundamental principles of chemistry and prepares students to begin study in inorganic, organic, and analytical chemistry at the intermediate level. Topics include quantitative relations in chemical reactions, elementary thermodynamics, and atomic and molecular structure. Emphasizes and supports the development of quantitative reasoning and argumentation skills. Includes laboratory.

Applies to requirement(s): Math Sciences

W. Chen, M. Gomez, R. Hems

Coreq: CHEM-150L.

Notes: This course is offered in both fall and spring semesters.

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 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, and for those students seeking an intensive experience in chemistry and biology.

Applies to requirement(s): Math Sciences

A. van Giessen

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

W. Chen

Restrictions: This course is limited to first-year students.

Instructor permission required.

Prereq: CHEM-150 or CHEM-160.

Advisory: Interested students should complete the online application.

CHEM-202 Organic Chemistry I

Fall. Credits: 4

This course introduces the core principles of the language of organic chemistry and extends their use to the description of the behavior and reactivity of carbonyl containing functional groups. Topics include representation and naming, the use of various spectroscopic approaches to probe molecular structure, an overview of bonding models and molecular geometry, the development of mechanistic drawing, and the application of this mechanistic approach to the reactions of a wide range of carbonyl compounds. The accompanying laboratory course emphasizes the connections between the observable behavior of organic substances and their molecular structures. The laboratory curriculum introduces the essential techniques of preparation, purification, and spectroscopic analysis of organic compounds, with emphasis on both physical manipulations and their underlying chemical rationale.

Applies to requirement(s): Math Sciences

K. Broaders, D. Hamilton

Prereq: CHEM-150, or CHEM-160, or CHEM-101 and CHEM-201. Coreq: CHEM-202L.

CHEM-223 Chemical Measurement and Analysis

Spring. Credits: 4

This course serves as an introduction to quantitative analytical chemistry and measurement. Topics to be covered include: aqueous statistical and error analysis, titrimetric and gravimetric analysis, and sample preparation techniques. In the laboratory, students will apply techniques covered in lecture to quantitation of a variety of analytes, and they will also learn the fundamentals of method development and optimization.

Applies to requirement(s): Math Sciences

A. van Giessen

Prereq: CHEM-150 or CHEM-160. Coreq: CHEM-223L.

CHEM-224AR Lab in Analytical Chemistry: 'Art Analysis'

Not Scheduled for This Year. Credits: 2

This course introduces concepts of analytical chemistry under the theme of "Chemistry in Art." The topics of quantitative/qualitative 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

Prereq: CHEM-202.

CHEM-231 Inorganic Chemistry

Spring. 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, A. van Giessen

Prereq: CHEM-150 (or CHEM-160). Coreq: CHEM-231L.

Advisory: MATH-101 recommended.

CHEM-291 Scientific Illustration and Data Visualization*Fall. Credits: 4*

Doing experiments and gathering data are important, but far from the entirety of the scientific process. Understanding and communicating experimental outcomes often heavily rely on our ability to visually represent them. In this course, we will explore best practices for organizing and representing data, and learn how the choices we make influence the message our representations 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.

*Applies to requirement(s): Math Sciences**K. Broaders**Prereq: 8 credits in a STEM subject.***CHEM-295 Independent Study***Fall and Spring. Credits: 1 - 4*

In this class, students will acquire hands-on and/or applied experience in diverse aspects of the research process in any field of Chemistry under the direction and supervision of a faculty advisor. Typically, these projects are related to the research program of the advisor. Student experiences often include: familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical and instrumentation skills, collecting and analyzing data, writing and/or presenting their results. To inquire about enrollment, students should fill out the application form available on the departmental website.

The application is generally available each semester with a deadline immediately following the advising period, and faculty meet before the end of the semester to place students in labs for the following semester. Enrollment into a research opportunity depends on lab capacity, often not all applications are able to be fulfilled. A single credit requires an average of 3 hours of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

*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*

This course provides a direct continuation of Organic Chemistry I (CHEM-202) and develops and extends many of the concepts and approaches developed therein. Topics include stereochemistry, substitution and elimination reactions, conformational analysis, addition reactions of multiple bonds, substitution reactions of aromatic systems, and a broad extension of the carbonyl chemistry introduced in the preceding class. Consideration will be given to the development of organic syntheses of specific materials and attendant issues of compatibility and selectivity in reaction choice. The scope and reach of the spectroscopic methods introduced in Organic Chemistry I will be extended and applied to structure determination. The accompanying laboratory course provides additional practice with the techniques of preparation, isolation, purification, and chemical and spectroscopic analysis of organic compounds. Mechanistic interpretation of results, in-depth analysis of spectroscopic data, and the development of synthetic protocols are areas of special emphasis.

*Applies to requirement(s): Math Sciences**D. Hamilton**Prereq: CHEM-202 with grade of C or better. Coreq: CHEM-302L.***CHEM-306 Analytical Chemistry***Not Scheduled for This Year. Credits: 4*

This course serves as an advanced course in analytical chemistry, with a combined emphasis on both classical analysis tools and commonly used instrumental techniques. Topics to be covered include figures of merit, statistical and error analysis, titrimetric and gravimetric analysis, and sample preparation techniques. Instrumental methods covered will include atomic/molecular spectroscopy, chromatography and mass spectrometry. In the laboratory, students will apply techniques covered in lecture to quantitation of analytes commonly seen in pharmaceutical, forensic, chemical and biological settings, and will also emphasize method development and optimization.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department**Prereq: CHEM-231 and 4 credits in Mathematics. Coreq: CHEM-306L.***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. Topics will include statistical mechanics, thermodynamics, and kinetics.

*Applies to requirement(s): Math Sciences**M. Gomez**Prereq: MATH-203 or PHYS 205, and CHEM-223 or CHEM-231, all with grade of C or better. Coreq: CHEM-308L.***CHEM-309 Introduction to Materials***Fall. Credits: 4*

This integrated lecture/lab 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-231, CHEM-202, and MATH-101 Coreq: CHEM-309L.***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. Berry**Prereq: CHEM-202 with a grade of C or better.*

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-324 Atomic and Molecular Structure

Not Scheduled for This Year. 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

W. Chen

Prereq: MATH-203 or PHYS-205, and CHEM-231, all with grade of C or better.

CHEM-325 Atomic and Molecular Structure with Lab

Not Scheduled for This Year. 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

W. Chen, A. van Giessen

Prereq: MATH-203 or PHYS-205, and CHEM-231, all with grade of C or better.

Coreq: CHEM-325L.

Advisory: MATH-203 is recommended.

CHEM-326 Poisons: Death by Chemistry

Not Scheduled for This Year. Credits: 4

This course uses a Problem-Based Learning approach to look at the effect of poisons at the molecular, cellular, and physiological levels from the chemistry and biochemistry perspective. We'll 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 poisons will be discussed in the context of historical case studies.

Applies to requirement(s): Math Sciences

A. van Giessen

Prereq: Any 200-level Chemistry course.

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. Through project/case studies, basic scientific principles will be developed along side of basic engineering principles.

Crosslisted as: PHYS-328

Applies to requirement(s): Math Sciences

Other Attribute(s): Writing-Intensive

M. Gomez

Prereq: MATH-102 and any chemistry or physics course.

CHEM-329 Cosmetic Chemistry

Spring. Credits: 4

This course will introduce the chemistry, formulation, and physical characteristics of personal care products. The topics will include basic skin physiology, hygiene products, adornment products for face, nail, and hair, as well as current trends and advances in cosmetic dermatology. An integral part of the course will involve hands-on experience in making and characterizing some common skincare and cosmetic products.

Applies to requirement(s): Math Sciences

W. Chen

Prereq: CHEM-302.

CHEM-330 Advanced Topics in Chemistry**CHEM-330RN Advanced Topics in Chemistry: 'The RNA World: The Origin of Life to Modern Cells'**

Fall. 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

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. Topics include molecular orbital theory, vibrational spectroscopy, and electronic spectroscopy.

Applies to requirement(s): Math Sciences

D. Cotter

Prereq: CHEM-231.

CHEM-336 Organic Synthesis

Spring. 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): Math Sciences

K. Broaders

Prereq: CHEM-302.

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 statistical mechanics, thermodynamics and enzyme kinetics. 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

W. Chen, A. van Giessen

Restrictions: This course is limited to Biochemistry and Chemistry majors only.

Prereq: MATH-203 or PHYS-205, and CHEM-231 or CHEM-306, all with a grade of C or better. Coreq: CHEM-346L.

CHEM-348 Using Data Science to Find Hidden Chemical Rules

Not Scheduled for This Year. Credits: 4

Chemists have always been interested in understanding patterns in their data. The scientific method uses observations to create theories and models to understand physical phenomena. Data science algorithms allow us to find unexpected patterns in chemical data. New chemical theories can be developed using a combination of data from either experiment or simulation, algorithms and physical insight. This class uses the case method providing three challenge problems to find hidden chemical rules from large chemical data sets through algorithms and physical insight. There will be lectures on the physical/chemical problems, the data sets, and the possible algorithms to consider before the teams of students tackle these problems. The teams will write papers on their findings and use the peer review process to improve their papers.

Applies to requirement(s): Math Sciences

Other Attribute(s): Writing-Intensive

M. Gomez

Prereq: MATH-102 and either any chemistry or any computer science class.

CHEM-349 Food Chemistry: the Science of the Kitchen

Not Scheduled for This Year. 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

In this class, students will acquire hands-on and/or applied experience in diverse aspects of the research process in any field of Chemistry under the direction and supervision of a faculty advisor. Typically, these projects are related to the research program of the advisor. Student experiences often include: familiarizing themselves with a research topic, generating interesting questions, designing experiments, acquiring technical and instrumentation skills, collecting and analyzing data, writing and/or presenting their results. To inquire about enrollment, students should fill out the application form available on the departmental website. The application is generally available each semester with a deadline immediately following the advising period, and faculty meet before the end of the semester to place students in labs for the following semester. Enrollment into a research opportunity depends on lab capacity, often not all applications are able to be fulfilled. A single credit requires an average of 3 hours of work per week. (Note: Some faculty may require a set weekly meeting time for a portion of this class.)

The department

Instructor permission required.

Notes: See safety training restrictions in description of Chemistry 295

Classical Studies (CLAS)

CLAS Course Offerings

CLAS-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, C. Baker

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

Notes: Taught in Latin.

CLAS-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

C. Baker

Prereq: LATIN-101 or CLAS-101.

Notes: Taught in Latin.

CLAS-111 Elementary Greek: Homer's *Iliad*

Spring. 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

The department

Notes: Taught in Greek.

CLAS-112 Elementary Greek: Homer's *Iliad*

Not Scheduled for This Year. Credits: 4

An continuation of Classical Studies 111, introducing the ancient Greek language and epic meter through the study of the *Iliad*. By the end of the year students will have read a portion of *Iliad*, Book I.

Applies to requirement(s): Humanities; Language

G. Sumi

Prereq: GREEK-101 or CLAS-111.

Notes: Taught in Greek.

CLAS-201 Intermediate Latin I

Not Scheduled for This Year. 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

B. Arnold

Prereq: LATIN-102 or CLAS-102.

Notes: Taught in Latin.

CLAS-202 Intermediate Latin II

CLAS-202CE Intermediate Latin II Topics: '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: LATIN-201 or CLAS-201.

Notes: Taught in Latin.

CLAS-202RC Intermediate Latin II Topics: 'Roma Ludens: Comedy and Satire in Ancient Rome'

Not Scheduled for This Year. 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.

Notes: Taught in Latin.

CLAS-202VA Intermediate Latin II Topics: 'Vergil: Aeneid'

Not Scheduled for This Year. 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: LATIN-201 or CLAS-201.

Notes: Taught in Latin.

CLAS-202WR Intermediate Latin II Topics: '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

B. Arnold

Prereq: LATIN-201 or CLAS-201.

Notes: Taught in Latin.

CLAS-216 Ancient Rome*Fall. 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**Notes: Taught in English.***CLAS-219 Cleopatra: The Not Humble Woman***Not Scheduled for This Year. 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.***CLAS-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**Notes: Taught in English.***CLAS-227 Ancient Greece***Not Scheduled for This Year. 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: CLAS-227**Applies to requirement(s): Humanities**G. Sumi**Notes: Taught in English.***CLAS-231 Greek Tragedy, American Drama, and Film***Spring. Credits: 4*

The Greeks, beginning with Homer, saw the world from an essentially tragic perspective. The searing question of why human societies and the human psyche repeatedly break down in tragic ruin and loss, particularly in the conflicts of war and in the betrayal of personal bonds of love and friendship, fascinated them as it still does us. The most consistent themes that emerged from such examination are the tragedy of self-knowledge and illusion, the tragedy of desire, the tragedy of crime and guilt, and tragedy as a protest against social injustice. This course examines the critical influence of the three most important Athenian dramatists, Aeschylus, Sophocles, and Euripides, on the works of Nobel winner Eugene O'Neill, Tennessee Williams, Arthur Miller and important filmmakers, who have tried to recreate the powerful atmosphere and impact of the Greek tragic theater or reworked the tragic themes of classical myth for their own purposes in the modern age.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**B. Arnold**Notes: Taught in English.***CLAS-234 Gods and Mortals: Ancient Greek and Roman Myth***Not Scheduled for This Year. 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**The department**Restrictions: This course is limited to first-years and sophomores.**Notes: Taught in English. Optional screenings of films related to ancient myth.*

CLAS-242 Kingdoms Human and Divine*Not Scheduled for This Year. Credits: 4*

How political authority is wielded is a theme of some of the greatest works in the Greco-Roman philosophical tradition: Plato's *Republic*, Aristotle's *Politics*, and Augustine's *City of God*. Authority exercised well gives rise to good order and human flourishing, but abusive authority results in the opposite: injustice, conflict, and ultimately destructive violence. In this course we will compare how these philosophers addressed the problem of political authority in the human realm with the theme of the kingdom of God in the Bible, especially as found in *The Gospel of Matthew* and *The Book of Revelation*.

*Crosslisted as: RELIG-225KH**Applies to requirement(s): Humanities**B. Arnold**Notes: Taught in English.***CLAS-247 Knowing God***Fall. Credits: 4*

This course examines the following key texts from the ancient world that treat significantly the problem of knowing God and the mystery enveloping such knowledge: Sophocles' *Oedipus the King*, Plato's *Phaedo*, Cicero's *Concerning the Nature of the Gods*, Job, Paul's *Epistle to the Romans*, and others. Attention is also given to the different ways of thinking about the divine and human natures in these works, which are broadly reflective of Graeco-Roman and Judaeo-Christian value systems.

*Crosslisted as: RELIG-225KG**Applies to requirement(s): Humanities**B. Arnold**Notes: Taught in English.***CLAS-250 Intermediate Topics in Classical Studies****CLAS-250EC Intermediate Topics in Classical Studies: 'Ecology, Crisis, and Renewal in Ancient Near Eastern Mythology'***Fall. Credits: 4*

Environmental crises like global warming, deforestation, and pollution are pushing ecosystems to the brink of collapse and endangering populations around the globe. Our present, though challenging to an unprecedented degree, is not the first time humans have faced crises related to climate, depletion of natural resources, and mass migration. In this course, we'll delve into the culture and mythologies of ancient Mesopotamian, Egyptian, and Levantine societies to see how they understood their relationships with their indigenous ecosystems, how they interpreted natural disasters and anthropogenic environmental destruction, and how they imagined starting over again after the end of the world.

*Crosslisted as: JWST-225EC, RELIG-225EC**Applies to requirement(s): Humanities; Multicultural Perspectives**E. Branton**Notes: Taught in English.***CLAS-250PV Intermediate Topics in Classical Studies: 'The Prophetic Voice from the Bible to the Present'***Fall. Credits: 4*

Is speech primarily a vehicle for ideas or is it an action that shapes societies and catalyzes power relations? In this course, we'll examine kinds of speech that have always pushed the boundaries. Students explore depictions of prophets and prophetic speech in the Hebrew Bible and in early Jewish literature, and will analyze how this ancient mode of harnessing the power of words has been given new life in modern American society, from the Civil Rights movement to viral video content. In doing so, we'll explore different ways of thinking about speech, protest, and the power of words to change the world.

*Crosslisted as: JWST-225PV, RELIG-225PV**Applies to requirement(s): Humanities; Multicultural Perspectives**E. Branton**Notes: Taught in English.***CLAS-250RA Intermediate Topics in Classical Studies: 'Roman Art and Archaeology'***Fall. Credits: 4*

This course provides an introduction to the art, architecture, and archaeology of the ancient Romans. At its height, the Roman Empire controlled much of the ancient Mediterranean. As Roman power spread, so too did Rome's art and architecture. This course examines the major developments in Roman archaeology from the foundation of Rome through the growing Republic of Pompey and Caesar, the Rome of the emperors, and the rise of Christianity. We will explore how material culture, from tombs and temples in Rome to the urban planning of provincial cities, can help us to better understand the connections between material culture and history, politics, religion, and daily life in the Roman world.

*Crosslisted as: ARTH-290RA**Applies to requirement(s): Humanities**C. Baker**Notes: Taught in English.***CLAS-250VA Intermediate Topics in Classical Studies: 'Ancient Greek Vases and Vase Painting'***Spring. Credits: 4*

Greek painted vases are some of the most recognizable artifacts from the ancient Mediterranean. In this course, we will situate Greek vases and the scenes painted on them within Greek culture and its artistic production. We explore these vases, produced from the Minoan period through the Hellenistic age, from a variety of perspectives. Themes will include the artisans and workshops who produced these vases, the consumers – from ancient buyers to modern museums – who purchased them, the traders who moved them, the variety of styles and scenes, from mythological to daily life scenes, which decorated them, and the approaches to these vessels employed by current and past scholars

*Crosslisted as: ARTH-290VA**Applies to requirement(s): Humanities**C. Baker**Notes: Taught in English.***CLAS-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.*

CLAS-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.**Notes: Taught in Latin.***CLAS-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: Any Latin course above LATIN-201/CLAS-201.**Notes: Taught in Latin.***CLAS-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**Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.**Notes: Taught in Latin.***CLAS-312 Roma Ludens: Comedy and Satire in Ancient Rome***Not Scheduled for This Year. 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.**Notes: Taught in Latin.***CLAS-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**B. Arnold**Prereq: Two courses in Latin at the 200-level or any 300-level Latin course.**Notes: Taught in Latin.***CLAS-316 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.**Notes: Taught in Latin.***CLAS-318 Petronius' Satyricon and the Roman Novel***Fall. Credits: 4*

Petronius' *Satyricon* is one of the few surviving novels from the ancient world. Formed from a pastiche of other literary genres, including epic, comedy, and satire, it is a vivid account of the adventures of three men as they travel throughout Italy. Though fiction, and only partially extant, its realistic portrayal of Roman life offers a glimpse into the social mores in the early empire. Petronius himself was a member of Nero's court and the *Satyricon* a product of Nero's promotion of the arts. By giving rise to the picaresque genre the *Satyricon's* influence continued to be felt far beyond its own day.

*Applies to requirement(s): Humanities; Language**G. Sumi**Prereq: 200-level Latin.**Notes: Taught in Latin.***CLAS-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

Courses Approved to Count for the Classical Studies Major and Minor

Code	Title	Credits
Art History		
ARTH-290RA	Issues in Art History: 'Roman Art and Archaeology'	4
ARTH-290VA	Issues in Art History: 'Ancient Greek Vases and Vase Painting'	4
Classical Studies		
CLAS-101	Elementary Latin I	4
CLAS-102	Elementary Latin II	4
CLAS-111	Elementary Greek: Homer's <i>Iliad</i>	4
CLAS-112	Elementary Greek: Homer's <i>Iliad</i>	4

CLAS-201	Intermediate Latin I	4
CLAS-202CE	Intermediate Latin II Topics: 'Cicero and the Enemies of the Roman Republic'	4
CLAS-202RC	Intermediate Latin II Topics: 'Roma Ludens: Comedy and Satire in Ancient Rome'	4
CLAS-202VA	Intermediate Latin II Topics: 'Vergil: <i>Aeneid</i> '	4
CLAS-202WR	Intermediate Latin II Topics: 'Myth, Memory, and History: Writing the Past in the Roman Republic'	4
CLAS-216	Ancient Rome	4
CLAS-219	Cleopatra: The Not Humble Woman	4
CLAS-226	Bread and Circuses: The Politics of Public Entertainment in Ancient Rome	4
CLAS-227	Ancient Greece	4
CLAS-231	Greek Tragedy, American Drama, and Film	4
CLAS-234	Gods and Mortals: Ancient Greek and Roman Myth	4
CLAS-242	Kingdoms Human and Divine	4
CLAS-247	Knowing God	4
CLAS-250EC	Intermediate Topics in Classical Studies: 'Ecology, Crisis, and Renewal in Ancient Near Eastern Mythology'	4
CLAS-250PV	Intermediate Topics in Classical Studies: 'The Prophetic Voice from the Bible to the Present'	4
CLAS-250RA	Intermediate Topics in Classical Studies: 'Roman Art and Archaeology'	4
CLAS-250VA	Intermediate Topics in Classical Studies: 'Ancient Greek Vases and Vase Painting'	4
CLAS-295	Independent Study	1-4
CLAS-302	Cicero and the Enemies of the Roman Republic	4
CLAS-307	The Slender Muse	4
CLAS-309	Vergil: <i>Aeneid</i>	4
CLAS-312	Roma Ludens: Comedy and Satire in Ancient Rome	4
CLAS-313	Myth, Memory, and History: Writing the Past in the Roman Republic	4
CLAS-316	Ovid: <i>Metamorphoses</i>	4
CLAS-318	Petronius' <i>Satyricon</i> and the Roman Novel	4
CLAS-395	Independent Study	1-8
History		
HIST-226	Bread and Circuses: The Politics of Public Entertainment in Ancient Rome	4
HIST-227	Ancient Greece	4
HIST-228	Ancient Rome	4
Philosophy		
PHIL-201	Philosophical Foundations of Western Thought: The Greek Period	4
Politics		
POLIT-211	Classical Political Thought	4
Religion		
RELIG-225KG	Topics in Religion: 'Knowing God'	4
RELIG-225KH	Topics in Religion: 'Kingdoms Human and Divine'	4

Courses Approved to Count for the Literary/Mythological Area of the Classical Studies Major

Code	Title	Credits
Classical Studies		
CLAS-202RC	Intermediate Latin II Topics: 'Roma Ludens: Comedy and Satire in Ancient Rome'	4
CLAS-202VA	Intermediate Latin II Topics: 'Vergil: <i>Aeneid</i> '	4
CLAS-202WR	Intermediate Latin II Topics: 'Myth, Memory, and History: Writing the Past in the Roman Republic'	4
CLAS-231	Greek Tragedy, American Drama, and Film	4
CLAS-234	Gods and Mortals: Ancient Greek and Roman Myth	4
CLAS-242	Kingdoms Human and Divine	4
CLAS-247	Knowing God	4
CLAS-250EC	Intermediate Topics in Classical Studies: 'Ecology, Crisis, and Renewal in Ancient Near Eastern Mythology'	4
CLAS-250PV	Intermediate Topics in Classical Studies: 'The Prophetic Voice from the Bible to the Present'	4
CLAS-307	The Slender Muse	4
CLAS-309	Vergil: <i>Aeneid</i>	4
CLAS-312	Roma Ludens: Comedy and Satire in Ancient Rome	4
CLAS-313	Myth, Memory, and History: Writing the Past in the Roman Republic	4
CLAS-316	Ovid: <i>Metamorphoses</i>	4
CLAS-318	Petronius' <i>Satyricon</i> and the Roman Novel	4

Courses Approved to Count for the Art Historical/Archaeological Area of the Classical Studies Major

Code	Title	Credits
Classical Studies		
CLAS-250RA	Intermediate Topics in Classical Studies: 'Roman Art and Archaeology'	4
CLAS-250VA	Intermediate Topics in Classical Studies: 'Ancient Greek Vases and Vase Painting'	4

Courses Approved to Count for the Historical Area of the Classical Studies Major

Code	Title	Credits
Classical Studies		
CLAS-202CE	Intermediate Latin II Topics: 'Cicero and the Enemies of the Roman Republic'	4
CLAS-216	Ancient Rome	4
CLAS-219	Cleopatra: The Not Humble Woman	4
CLAS-226	Bread and Circuses: The Politics of Public Entertainment in Ancient Rome	4
CLAS-227	Ancient Greece	4
CLAS-302	Cicero and the Enemies of the Roman Republic	4

College Courses (COLL)

COLL-110 STEM Transitions for Transfer Students

Not Scheduled for This Year. 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-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.

Applies to requirement(s): Meets No Distribution Requirement

M. Shea, E. Townsley

COLL-224 Being Human in STEM

Spring. Credits: 4

This interactive course combines academic inquiry and community engagement to investigate the theme of diversity and climate within STEM fields. We will begin by examining the ways in which cultural norms, hierarchies, and practices within the STEM disciplines shape our experiences in the field and lab and the ways in which our diverse identities, commitments, and histories shape how we engage with STEM. How are others—and how are we—challenging and changing STEM disciplines, cultures, and practices and fostering abilities to be fully human in STEM? We accomplish this by investigating the ideas and actions of those who are changing how scientific knowledge is constructed and who is allowed to engage in that work. We will then build on this foundation, engaging closely with resources and sites at Mount Holyoke or nearby to develop projects that further contribute to this endeavor. Coursework includes weekly readings, reflective writing, creative projects, and in-class discussions and culminates in a public presentation of our collective work.

Applies to requirement(s): Math Sciences

Other Attribute(s): Community-Based Learning

R. Brodie, J. Luce

Restrictions: Course limited to sophomores, juniors and seniors

COLL-321 Fundamentals of Microscopy

Spring. Credits: 4

Microscopes are important tools used by technicians, medical professionals, and scientists to investigate interesting scientific questions and solve real-world problems. This course covers important microscopy basics including scale, the relationship between reality and the image, and the kind of information that can be captured with different types of microscopes. This course combines lecture and hands-on laboratory activities allowing students the opportunity to explore the basic principles of visible light, fluorescence, and electron microscopy. We will gain practical hands-on experience with the many forms of microscopy and learn the procedures and tools of the trade necessary to become a proficient microscopist. All students will be trained on at least one research-grade microscope during the semester and the major assignment for this course will be a final portfolio of micrographs created by each student.

Applies to requirement(s): Math Sciences

Other Attribute(s): Writing-Intensive

H. Hamilton

Prereq: 8 credits in STEM subjects.

Computer Science (COMSC)

COMSC-100 Computing and the Digital World

Not Scheduled for This Year. Credits: 4

An introduction to basic computer science concepts. Lectures will cover topics such as the origins of computing, computer architecture, artificial intelligence, and privacy and security. There will be some programming exercises.

Applies to requirement(s): Math Sciences

The department

Advisory: No prior study of computer science is expected. Students may not take this course after Computer Science 106, 150, or 151.

Notes: Course does not count toward the Computer Science major or minor.

COMSC-106 Fundamentals of Applied Computing

Spring. 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, 150, or 151.

Notes: Course does not count toward the Computer Science major or minor.

COMSC-107 iDesign Learning Lab

Fall. Credits: 2

When charting a path through college and beyond, a metacognitive framework can provide scaffolding for intentional reflection. Situated in the Fimbel Maker & Innovation lab, this course will leverage tangible activities to ground discussions on factors and strategies that impact learning. For example, embedding a microcontroller to create motion-sensitive lights in a ballet skirt parallels the cycle of self-regulated learning. No prior experience with electronics or computer science is assumed, and students will work with hands-on tutorials that teach the basics required to develop their own interactive technology projects.

A. St. John

Restrictions: Course limited to sophomores, juniors and seniors

Notes: Half semester.

COMSC-109 iDesign Studio

Not Scheduled for This Year. 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

A. Burns, A. St. John

COMSC-112 Topics in Computer Science Problem Solving

COMSC-112AE Topics in Computer Science: 'AI Ethics'

Not Scheduled for This Year. Credits: 2

Artificial intelligence (AI) is rapidly changing our world, from the way we drive to the way we communicate. But what are the ethical implications of these changes? In this course, we will explore the ethical challenges and opportunities posed by AI. We will discuss topics such as data privacy, fairness, bias, accountability, and transparency. We will also examine the role of AI in society and its potential impact on our values and our way of life.

Applies to requirement(s): Meets No Distribution Requirement

D. Uwacu

Advisory: No prior knowledge of AI is required.

COMSC-132 Engineering for Everyone

Spring. Credits: 4

Engineers change the world we live in every day by developing technologies that influence nearly every aspect of our lives. In this course, we will study how engineered things shape the world we live in. Students will engage in a team-based, hands-on engineering design project, from brainstorming solutions to a contemporary problem, to building, testing, and iterating design solutions. In the process, students will learn basic programming and fabrication skills. We will reflect together on the ethics of engineering design, and leave with a more nuanced understanding of the ways technology and society interact. Who decides what technologies matter? What is a "good" technological solution, and for whom is it "good"?

Crosslisted as: PHYS-132

Applies to requirement(s): Math Sciences

M. Su

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-133 Topic Problem Solving

COMSC-133DV Data Visualization: Design and Perception

Not Scheduled for This Year. Credits: 4

Data visualizations such as graphs, charts, and infographics are everywhere! But creating data visualizations which communicate effectively is not a simple task. In this introductory course, students will explore how design influences the ways that data are understood and how they can use this to craft effective visualizations for different types of data. Experience working with data, design, or data visualization are not expected; students will work on a series of projects which will build these skills over the semester.

Applies to requirement(s): Math Sciences

A. Burns

COMSC-150 Introduction to Computer Science

Not Scheduled for This Year. Credits: 4

Introduction to the field of computer science. Introduces students to Python programming including algorithms, basic data structures (lists, dictionaries), and programming techniques. Does not include object-oriented programming.

Applies to requirement(s): Math Sciences

H. Ghosh

Notes: Students pursuing a Computer Science major or minor or the Data Science major should take COMSC-161 following this course. Alternatively, students may wish to consider the more programming-intensive course COMSC-151.

COMSC-151 Introduction to Computational Problem Solving*Fall and Spring. Credits: 4*

Introduces students to algorithms, basic data structures, and programming techniques. Students learn computing principles by exploring problems drawn from a broad set of domains, such as cryptography, data analysis and games.

*Applies to requirement(s): Math Sciences**A. Burns, D. Uwacu**Coreq: COMSC-151L.*

Notes: This course is programming-intensive and includes the topic of object-oriented programming. Students may wish to consider COMSC-150 as an alternative entry point that does not cover the topic of object-oriented programming.

COMSC-161 Introduction to Computer Science Part 2: Object-Oriented Programming*Not Scheduled for This Year. Credits: 2*

This course builds on the programming concepts learned in COMSC-150, covering object-oriented programming and introducing the Java programming language.

*A. Burns**Prereq: COMSC-150 or placement test.**Advisory: Students may not take this course after Computer Science 151.*

Just getting started with computer science? We recommend taking the CS Problem Solving Assessment. You can access it via Gradescope with Entry Code RWG253.

Notes: Half semester. The combination of COMSC-150 and COMSC-161 serves as an alternate prerequisite route for COMSC-205 Data Structures.

COMSC-205 Data Structures*Fall and 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**B. Lerner, T. Liu*

Prereq: One of the following 1) COMSC-151 (with a grade of C or better), 2) COMSC-161 (with a grade of C or better), 3) COMSC-150 (with a grade of C or better) and COMSC-121. Coreq: COMSC-205L.

Advisory: This course cannot be taken by students who have completed COMSC-201 or COMSC-211.

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**Prereq: COMSC-201 or COMSC-205; and MATH-232. Coreq: COMSC-221L.*

Advisory: The department recommends, but does not require, that students take COMSC-225 prior to COMSC-221.

COMSC-225 Software Design and Development*Fall and Spring. Credits: 4*

Building large software systems introduces new challenges to software development. Appropriate design decisions and programming methodology can make a major difference in developing software that is correct and maintainable. In this course, students will learn techniques and tools that are used to build correct and maintainable software, improving their skills in designing, writing, debugging, and testing software. Topics include object-oriented design, testing, design patterns, and software architecture. This course is programming intensive.

*Applies to requirement(s): Math Sciences**B. Lerner, M. Su**Prereq: COMSC-205 (with a grade of C or better).***COMSC-226 Engineering Robotic Systems***Not Scheduled for This Year. Credits: 4*

This intermediate-level course presents a hands-on introduction to robotics. Each student will construct and modify a robot controlled by an Arduino-like 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. Students have access to the Fimbel Maker and Innovation lab for fabricating and demonstrating their robots.

*Applies to requirement(s): Math Sciences**M. Su**Restrictions: This course is limited to first-years and sophomores.**Instructor permission required.**Prereq: COMSC-150 or COMSC-151.*

Advisory: Use this form to apply for permission: <https://tinyurl.com/comscperi>

COMSC-235 Applications of Machine Learning*Fall. Credits: 4*

This course provides a practical and conceptual introduction to machine learning. Through programming projects and work with real-world data, we will study the motivations behind common machine learning algorithms, and the properties that determine whether or not they will work well for a particular task. We will also study practical applications of these algorithms to problems in areas such as speech, language, social sciences, and biology. Topics may include: supervised learning, classification, regression, clustering, decision trees, support vector machines, Naive Bayes, neural networks and reinforcement learning.

*Applies to requirement(s): Math Sciences**H. Pon-Barry**Prereq: COMSC-205.**Advisory: Students may not take this course after COMSC-335.*

COMSC-243 Topic**COMSC-243GP Topic: 'Introduction to Game Programming'***Fall. Credits: 4*

Video games are not only engaging to play, but challenging and fun to program. Many games are in fact simulations: they define a game world, and model that world and the interactions of elements in it. To program games, one must excel at this type of modeling while simultaneously handling real-time input and output to create a compelling experience. This project-based course explores techniques at the heart of game programming. By working through design and coding activities both with a team and independently, students will strengthen their core programming skills, their ability to model complex problems, and their skills for developing software in a team. This course is programming-intensive.

*Applies to requirement(s): Math Sciences**J. McCauley**Prereq: COMSC-225.***COMSC-243HC Topic: 'Human-Computer Interaction'***Not Scheduled for This Year. Credits: 4*

Human-computer interaction (HCI) is a multidisciplinary field exploring the relationships between people and computers. This broad area includes the study of topics such as how people interact with technology, how design impacts what people do with technology, and methodologies for designing new technologies that really works for people. In this class, students will learn about and apply human-centered design principles, employ common research methods in the field, and explore recent literature in the field.

*Applies to requirement(s): Math Sciences**A. Burns**Prereq: COMSC-205 (may take concurrently). Prereq: COMSC-205 (may take concurrently).***COMSC-243HR Topic: 'Human-Robot Interaction'***Spring. Credits: 4*

Human-Robot Interaction is an interdisciplinary field that examines a broad set of questions about robots that are designed to interact with humans (e.g., educational, assistive, and service robots). How does the behavior and appearance of a robot change how humans perceive and interact with it? How can we design and program robots that are natural, trustworthy, and effective? In this course, students learn the algorithmic foundations of interactive robots, gain experience building and evaluating interactive robots, and read and present scholarly research papers. Class time is split between lecture, presentations by students, discussions, and hands-on activities.

*Applies to requirement(s): Math Sciences**H. Pon-Barry**Prereq: COMSC-205.***COMSC-243ST Topic: 'Introduction to Search Technologies'***Not Scheduled for This Year. Credits: 4*

The vast amount of unstructured and structured data on the web and in organizational databases has increased the need for approaches to processing large volumes of text. Such analyses help researchers and businesses to gain insights – that would otherwise be too resource- and time-consuming to do manually – into issues such as how much a consumer can be expected to spend in a particular context, the rise of hate groups and their impact on social media, or to whom a newly discovered manuscript may be attributed. In this course, students are introduced to tools and techniques used to gain these insights, such as Map-Reduce and Sentiment Analysis, in the context of Natural Language Processing and search technologies (e.g., Google).

*Applies to requirement(s): Math Sciences**L. Ballesteros**Prereq: COMSC-150 or COMSC-151.***COMSC-243SW Topic: 'Computing Systems Workshop'***Not Scheduled for This Year. Credits: 4*

Beneath the polished surface of high-level programming languages like Python and consumer devices like gaming consoles and smartphones lie the elemental parts of computer systems – elements like hardware components, operating systems, and digital logic. This course will use a hands-on approach combining both hardware and software as a way of understanding such systems at a low level. Students will have the chance to construct various tangible projects using Raspberry Pi computers and will have access to the Fimbel Maker & Innovation lab. Specific topics will touch on low level data representation, sound generation, and the classic Nintendo Entertainment System.

*Applies to requirement(s): Math Sciences**J. McCauley**Prereq: COMSC-150 or COMSC-151.***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 Python? This course 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 Halting Problem, and NP-completeness.

*Applies to requirement(s): Math Sciences**A. St. John**Prereq: COMSC-205 and MATH-232.*

COMSC-312 Algorithms*Fall and Spring. Credits: 4*

How does Google Maps 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 explore graph algorithms, greedy algorithms, divide-and-conquer, dynamic programming, and network flow. Students learn to recognize when to apply each of these strategies as well as to evaluate the expected runtime costs of the algorithms they design.

*Applies to requirement(s): Math Sciences**A. St. John, D. Uwacu**Prereq: COMSC-205 and MATH-232.***COMSC-316 Developing Innovative Software***Not Scheduled for This Year. Credits: 4*

Tired of writing programs that nobody ever uses? Then, this is the course for you. Many people come up with novel ideas for software, but lack the resources or ability to develop the software. Students will apply their programming skills to develop and deliver software based on the requirements of a client. Students will learn critical communication skills required to work with a client, work in teams with classmates, and experience the software lifecycle from requirements elicitation through delivery. Students will synthesize many topics learned in prior courses as well as explore new technologies required to complete a specific project. Programming intensive.

*Applies to requirement(s): Math Sciences**B. Lerner**Prereq: COMSC-225.***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, memory management, virtual memory, resource scheduling, multiprogramming, deadlocks, concurrent processes, protection, and design principles. Course emphasis: understanding the implications of OS design on the programs you run and write (i.e., on their security, performance, etc.). **This course is programming intensive.**

*Applies to requirement(s): Math Sciences**B. Lerner, J. McCauley**Prereq: COMSC-221 and COMSC-225.***COMSC-334 Artificial Intelligence***Not Scheduled for This Year. 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**Instructor permission required.**Prereq: COMSC-225 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**M. Su**Prereq: A grade of C or better in COMSC-205, MATH-232, and a Calculus course (MATH-101, MATH-102, or MATH-203).**Advisory: Preference will be given to Computer Science seniors in need of a final 300-level elective and Data Science seniors.***COMSC-341 Topics****COMSC-341 CC Topics: 'Compiler Design'***Not Scheduled for This Year. Credits: 4*

Principles and practices for the design and implementation of compilers and interpreters. Will cover the stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. Students will construct a full compiler.

*Applies to requirement(s): Math Sciences**The department**Prereq: COMSC-221, COMSC-225, and COMSC-312.***COMSC-341 CV Topics: 'Computer Vision'***Fall. Credits: 4*

This course provides an introduction to image analysis and 3D interpretation from image data. It uncovers the mystery behind standard techniques in image processing like filtering, edge detection, stereo vision, flow, etc. Math lovers, this course is for you! Throughout the semester, each student will develop their own computer vision library through programming assignments. Furthermore, students will learn about newer, advanced machine-learning-based computer vision algorithms.

*Applies to requirement(s): Math Sciences**M. Su**Prereq: COMSC-205 (or COMSC-205PY), MATH-211, and calculus (MATH-101, MATH-102, or MATH-203), all with grade of C or better.***COMSC-341 GP Topics: 'Game Programming'***Not Scheduled for This Year. Credits: 4*

Video games are not only fun to play but interesting and challenging to program, involving elements that are useful in programming other sorts of systems as well. They incorporate graphics, audio, and animation, must model relatively complex systems, and often have relatively strict requirements on timing. In this course, we explore techniques behind game implementation by implementing some of our own. This course is programming (and gaming) intensive.

*Applies to requirement(s): Math Sciences**J. McCauley**Instructor permission required.**Prereq: COMSC-225 and either MATH-100 or equivalent as indicated by the math placement test or completion of a higher level math course.*

COMSC-341NL Topics: 'Natural Language Processing'

Fall. Credits: 4

This course provides an introduction to natural language processing, the discipline of enabling computers to process and understand human language. We will learn fundamental techniques for automated text and speech analysis and understanding, with insights from linguistics. Students will get hands-on practice implementing computational algorithms, reading scholarly research articles and will design and carry out an independent final project.

Applies to requirement(s): Math Sciences

H. Pon-Barry

Instructor permission required.

Prereq: COMSC-225, MATH-232, and a Calculus course (MATH-101, MATH-102, or MATH-203).

COMSC-341NP Topics: 'Intro to Networking Architecture and Protocols'

Not Scheduled for This Year. Credits: 4

This course is an introduction to computer networking with a focus on the Internet. At the high level, we will emphasize concepts and principles which have contributed to the Internet's success scaling from its modest beginnings to a system used by over half of the world's population. At the low level, we will survey techniques, technologies and protocols that underlie networks, as well as key protocols built atop these networks. Specific topics include layering, routing, addressing, reliable delivery, congestion control, DNS, HTTP, and others.

Applies to requirement(s): Math Sciences

J. McCauley

Prereq: COMSC-221 and COMSC-312.

COMSC-341RP Topics: 'Robotics Planning Algorithms'

Not Scheduled for This Year. Credits: 4

Robotics planning is a fundamental skill for developing autonomous robots. This course will introduce students to the fundamental concepts and algorithms of robotics planning. Students will learn how to apply the concepts they have learned in Data Structures to implement and analyze the performance of popular planning algorithms. Students will also learn about the advancements and gaps that exist today in robotics navigation, manipulation, and collaboration.

Applies to requirement(s): Math Sciences

D. Uwacu

Prereq: COMSC-205 (may be taken concurrently). Prereq: COMSC-205 (may be taken concurrently).

Advisory: This course is ideal for students who are interested in developing autonomous robots. It is also a good course for students who are interested in learning more about the latest advancements in robotics planning research.

COMSC-341TE Topics: 'Text Technologies for Data Science'

Not Scheduled for This Year. Credits: 4

This course focuses on text analysis and technologies. We look at the challenges of working with massive amounts of unstructured vs semi-structured vs structured data. In that context, we explore some of the ways that statistical analyses are applied to things like search, categorization e.g. spam filtering, recommender systems, plagiarism detection, and hidden message finding.

Applies to requirement(s): Math Sciences

L. Ballesteros

Prereq: COMSC-205 or COMSC-211.

COMSC-341VB Topics: 'Technology for the Visually Impaired and Blind'

Fall. Credits: 4

Life for the visually impaired and blind (VIB) can be very challenging. Both low tech devices, such as white canes, and high tech devices, such as Siri, can help VIB people overcome some of these challenges. In this course, we will read about, discuss, and experiment with devices across the low tech to high tech spectrum, to understand how they work and how effective they are. We will also look at technology being created to support VIB programmers, data scientists, and other professionals in their work. We will learn the routine things we should be doing to make websites and apps accessible to the VIB, and also stretch our imaginations and awareness about what may be possible in the future.

Applies to requirement(s): Math Sciences

B. Lerner

Prereq: COMSC-225.

COMSC-343 Programming Language Design and Implementation

Not Scheduled for This Year. 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

B. Lerner

Prereq: COMSC-225.

COMSC-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Critical Race and Political Economy (CRPE)

Course Offerings

CRPE-180 Introduction to Latinx Studies: Structural Inequalities

Fall and Spring. Credits: 4

The course is an overview of the social conditions of Latinx people within the US. It addresses laws, policies and institutions that shape the complexity of Latinxes' social location and activism as well as legal constructions of race, citizenship, nomenclature, border politics, public health, education, and labor. We will consider the 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 Latinx political agenda and acquire skills to think across social issues. The course may include a Community Based Learning (CBL) Mentor.

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

Other Attribute(s): Community-Based Learning

M. Diaz

CRPE-200 Foundations of Africana Studies

Fall. 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

M. Abello Hurtado

CRPE-205 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

R. Hwang

CRPE-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.

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

Restrictions: Course limited to sophomores, juniors and seniors

Advisory: CST-249 recommended but not required.

CRPE-228 Visualizing Immigrant Narratives: Migration in Film

Spring. 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

CRPE-231 Dialoguing for Racial Change

Fall. Credits: 4

A critical analysis of race, racism, and justice in the United States, as set in a socio-historical context defined by power. In addition to traditional modes of teaching-learning, students use intergroup dialogue and collaborative group work to examine how race is constructed, experienced, reproduced, and transformed within social structures. Topics include racial identity development and how individuals internalize and 'live race' in everyday interactions; historical mechanisms for how bodies and spaces have become 'raced' over time; institutional dimensions of racial inequality (e.g., law, education, popular culture); and practices for pursuing racial justice.

Crosslisted as: SOCI-216DR

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

K. Ford

Instructor permission required.

Advisory: Application form: <https://forms.gle/sNkpeTipDj4qGCXJ9>

Notes: Use this application form to seek instructor permission:

<https://forms.gle/NYFWNcjLWAtQPNcf6> (<https://forms.gle/NYFWNcjLWAtQPNcf6/>)

CRPE-239 Latina/o/x Urbanism*Fall. 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.

Applies to requirement(s): Social Sciences; Multicultural Perspectives
M. Diaz

CRPE-240 Intermediate Topics**CRPE-240BE Intermediate Topics: 'Black Ethnographers'***Fall. Credits: 4*

The aim of this class is to underscore the significance of Black perspectives and contributions within the field of anthropology. Black anthropology, and especially Black feminist anthropology, has historically been sidelined within anthropological discourse. In this course, we will collectively challenge this historical erasure by centering the work of Black ethnographers. By delving into works spanning continental Africa, the Caribbean, and the United States, students will begin to understand the vast impact Black ethnographers have had both in and outside the field of anthropology.

Crosslisted as: ANTHR-216BE

Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Holloway

CRPE-240BR Intermediate Topics: 'Borderlands Film and Literature'*Not Scheduled for This Year. Credits: 4*

In *Borderlands/La Frontera*, Gloria Anzaldúa asserts that material change is impossible without changing the cultural imagery in our minds. Latinx Borderlands artists have effected such change through their cultural production. This course will introduce students to Borderlands literature and film, and will provide an overview of Mexican American, Chicana, and other Latinx artistic production from the U.S.- Mexico border region. The course will closely examine how these texts reflect borderland folklore, social issues, and "fronterizo" identities. Students will read multiple registers of artistic production, including fiction, non-fiction, poetry, drama, testimonio, and folk song lyrics.

Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive
R. Gutiérrez

CRPE-240FD Intermediate Topics: 'U.S. Latinx Foodways'*Spring. Credits: 4*

This interdisciplinary seminar explores the relationship between food, race, and migration for Latinx populations in the U.S. We will draw upon readings from the social sciences and the humanities to investigate processes of racial formation embedded in the production, labor, and consumption of foods and how these processes affect Latinx populations. What can Latinx foodstuffs and foodways reveal about U.S. racial and migration dynamics, landscapes, and politics? What social worlds and power relations emerge at the nexus of food, race, and migration? The course is organized thematically and anchored in selected case studies.

Applies to requirement(s): Humanities; Multicultural Perspectives
M. Diaz

CRPE-240RE Intermediate Topics: 'Representing Race'*Fall. Credits: 4*

This class takes a ~look~ at the components of racial representation in audio-visual media: How can ideas and theories be conveyed or communicated through a visual mode? What ethical concerns emerge when representing others in different media? Drawing from written texts, documentaries, graphic novels, and artwork, we will explore the myriad ways media creates racial representations, and question the perceived boundary between research and art. Starting with early anthropological film, this class will move through both conventional and nontraditional material that is used to tell stories, make political statements, and represent people's lived experiences.

Crosslisted as: ANTHR-216RC

Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Holloway

CRPE-244 The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas*Fall. Credits: 4*

This class aims to raise student awareness of and exposure to different cultural backgrounds and contributions of Black feminist thought, womanism, and afro feminism across the Caribbean and the Americas. We will take a historical journey exploring the roles of cisgender Black women and gender-non-confirmative Black people in the formations of Black feminist thought, highlighting their contributions and struggles in dismantling the Western matrix of domination, but also in the radical building of new societies. Students will learn about the groundbreaking theories and methodologies that helped pave the way for contemporary feminist organizations and social movements.

Crosslisted as: GNDST-206BF

Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
M. Abello Hurtado

CRPE-254 Nueva York*Not Scheduled for This Year. Credits: 4*

This course will explore the history of Latina/o/x populations in New York City. Students will learn about histories of migration and settlement, urban inequality, community building, and urban transformation with particular focus on the Puerto Rican population in New York City. The course will examine the many ways Latinas/os/x have transformed New York City and built vibrant communities.

Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive
V. Rosa

CRPE-256 Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics*Fall. 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 CRPE, Gender Studies, or CST.***CRPE-257 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**Other Attribute(s): Community-Based Learning**R. Hwang**Prereq: 4 credits in Gender Studies, Critical Social Thought, or Critical Race and Political Economy.***CRPE-261 Race, Racism, and Power***Not Scheduled for This Year. 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. We will focus on structural, systemic, and institutional racism and processes of racialization. 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, transformation, and liberation.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**V. Rosa***CRPE-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***CRPE-308 Luminous Darkness: African American Social Thought After DuBois***Spring. Credits: 4*

Examines the life, work, and legacies of WEB DuBois. Drawing on domestic and diasporic fictional and nonfictional meditations on black life and progress in and beyond the 'DuBoisian century', the course considers the changing meanings of and movements for global racial justice for people of African descent. The course also confronts the globalization of the color line in the post-Civil Rights/Black Power era. Due to increasing precarity for the masses, emphasis is given to more recent ideas like afro-pessimism, racial capitalism, and afro-futurism, as contemporary responses to DuBois's 1903 question, 'How does it feel to be a problem?' Readings by Jemisin, Gyasi, Robinson, Fields, Butler, Davis, Ransby, Hartman, Wilderson, Fanon, YamahttaTaylor, among others form the core of the course.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**L. Wilson**Prereq: 8 credits in Africana Studies, Critical Social Thought, or Critical Race and Political Economy.***CRPE-323 Latina Feminism(s)***Not Scheduled for This Year. Credits: 4*

In this seminar, we will explore the relationship between Latina feminist theory and knowledge production. We will examine topics related to 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. 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**Applies to requirement(s): Social Sciences; Multicultural Perspectives**V. Rosa**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in Latina/o Studies, Gender Studies, Critical Social Thought, or Critical Race and Political Economy.***CRPE-339 Abolitionist Dreams And Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice***Spring. 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**Restrictions: This course is open to juniors and seniors**Prereq: One course in Gender Studies, Critical Social Thought, or Critical Race and Political Economy at the 200 level or above.*

CRPE-340 Advanced Topics**CRPE-340CH Advanced Topics: 'Latinx Cultural History'***Spring. Credits: 4*

This interdisciplinary seminar is a sampling of Latinx cultural history from the mid-18th century to the present. Cultural production in the form of film, literature, and music is discussed in relation to its aesthetic and historical context. Readings will look at cultural processes and products that shape the social life, institutions, discourses, and identities of Latinx communities. We will pay special attention to material and expressive forms, like nameplate chains and lowriders, to highlight that cultural practices and products not only can reflect, but generate and contest power.

*Applies to requirement(s): Humanities; Multicultural Perspectives**M. Diaz**Restrictions: This course is open to juniors and seniors***CRPE-352 Latina/o/x Studies in Action***Not Scheduled for This Year. 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.

*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***CRPE-356 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 the history of exclusionary housing policies in the United States. By exploring a range of topics (affordability, ownership, gentrification, etc), we will develop a sharper understanding of why housing is one of the most pressing issues for Latinas/os/x today.

*Crosslisted as: 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***CRPE-363 A Social Movements' History of the States from Grassroots Organizing to Social Movements***Spring. Credits: 4*

This course will be an interdisciplinary/multidisciplinary exploration of grassroots organizing, community experiences, and social movements from 1700 to the present day by highlighting how community organizing has been affected by socio-structural problems and, in the words of Patricia Hill Collins, "the matrix of oppression"; but also by critically analyzing the historical contributions of grassroots organizations to dismantling all systems of domination. We will track how various organizations and social movements have understood, challenged, contested, and transformed power hierarchies. Simultaneously we will enter the history of community organizing in the United States of America and interrogate how multidimensional processes of racialization, gender classification, class, and sexual division inform experiences within and around these social movements.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Abello Hurtado**Restrictions: This course is open to juniors and seniors***CRPE-364 Critical Refugee Studies***Not Scheduled for This Year. Credits: 4*

Critical Refugee Studies will address a unique and growing portion of the migration flow to the United States -- refugees and asylum seekers. The course will discuss the historical development of persons in flight from their home nations and the U.S.'s ability (and sometimes reluctance) to receive them. The course will address their legal and popular categorization, the various reasons for their displacement abroad, and overt and buried expressions of their identities based on their categorization and displacement.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Hernández**Restrictions: This course is open to juniors and seniors**Prereq: 4 credits in Latina/o Studies, Critical Social Thought, or Critical Race and Political Economy.***CRPE-366 Disposable People: A History of Deportation***Spring. 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.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**D. Hernández**Restrictions: This course is open to juniors and seniors*

CRPE-367 Slavery, Prison, and Captivity: Narratives of Life in and out of Bondage*Spring. Credits: 4*

This course will be a multidisciplinary exploration of narratives produced by enslaved people, captivity experiences, and histories of imprisonment from the 17th to the present day by highlighting how these narratives were connected to artistic and socio-political movements of their times. The class will critically analyze the historical contributions of the narratives of enslaved people that shape ideas of justice, emancipation, and new societies. We will chronologically track how several narratives of enslaved and captive people described, challenged, contested, and attempted to dismantle hegemonic power structures.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Abello Hurtado**Restrictions: This course is open to juniors and seniors***CRPE-371 Free Them All: Abolition Feminism and Anticarceral Action Research***Not Scheduled for This Year. Credits: 4*

This course will center the activism, theories and praxis of abolition feminism. We will collectively study how interpersonal violence (gender, racial, sexual, ableist) is intertwined with state violence (from domestic policing to militarism abroad). Through investigating the legal history of the criminalization of survivors alongside mainstream antiviolenence research and statistics, we will challenge the use of criminological binaries such as victim/perpetrator and violent/nonviolent. Partnering with coalitions like Survived and Punished National, this course is structured by a series of anti-carceral action research projects such as contributing to active survivor defense campaigns.

*Crosslisted as: GNDST-333CF**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning, Writing-Intensive**R. Hwang**Prereq: Two courses in Gender Studies, Critical Social Thought, or Critical Race and Political Economy at the 200 level or above.***CRPE-372 Transforming Harm and Mutual Aid: A Transformative Justice Lab***Not Scheduled for This Year. Credits: 4*

The overall goal of this course is to make explicit connections between mutual aid and transformative justice, and the intertwined place-based and community histories in which these interventions continue to be made. Students will leave with a grounded understanding of the connections, tensions and differences between transformative justice and restorative justice and criminal justice. Alongside Dean Spade's *Mutual Aid Building Solidarity During This Crisis (and the Next)*, students will be introduced to the radical history of mutual aid— learning the difference between "charity" and "solidarity" — and how mutual aid might interrupt systemic to interpersonal harm.

*Crosslisted as: GNDST-333TH**Applies to requirement(s): Humanities**Other Attribute(s): Community-Based Learning**R. Hwang**Prereq: A 200-level course in Gender Studies, Critical Social Thought, or Critical Race and Political Economy.***CRPE-373 Abolition and Radical Textiles***Fall. Credits: 4*

How do the topics of abolition and textiles come together? Marginalized communities have historically used folkloric, textile arts and material culture to amplify abolitionist causes. From secret quilt codes of the Underground Railroad to an abolitionist community sustained by a silk mill in Florence, Massachusetts how might thinking *with* textiles intervene on patriarchal systems rooted in rigidity, isolation and punishment? From the social devaluation of domesticized and feminized labor of weaving, quilting, sewing to banners, students will theorize and experiment with textiles, leaving with a grounded understanding of how textiles/fibers can and have played an essential role in the history of abolition.

*Crosslisted as: ARTST-380TX, GNDST-333TX**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive, Community-Based Learning**R. Hwang, S. Smith**Prereq: 8 credits in Critical Race and Political Economy, Gender Studies, and/or Art Studio.***CRPE-374 Latinx 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.

*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.***CRPE-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 and critical social thought. Majors with diverse interests, perspectives, and expertise will have the opportunity to reflect on, and share with each other, the significance of their major education in relation to their current and past work, their capstone or senior projects, their academic studies as a whole, and their engagements outside of academia. Course readings and discussion will be shaped by students in collaboration with the instructor.

*Crosslisted as: GNDST-392**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**S. Smith**Restrictions: This course is limited to seniors.***CRPE-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

Courses Meeting Requirements for Major Pathways, Minors, and Categories

CRPE Major Pathway/Minor

Code	Title	Credits
Anthropology		
ANTHR-216BE	Special Topics in Anthropology: 'Black Ethnographers'	4
ANTHR-216RC	Special Topics in Anthropology: 'Representing Race'	4
ANTHR-216WC	Special Topics in Anthropology: 'Writing Capitalism's Ruins'	4
ANTHR-342	Science as Culture	4
ANTHR-352	Digital Cultures	4
Art History		
ARTH-106	Arts of Africa and Its Diasporas	4
Art Studio		
ARTST-380TX	Advanced Topics in Art Studio: 'Abolition and Radical Textiles'	4
Biological Sciences		
BIOL-321RB	Conference Course: 'Race and Biology'	4
Critical Race & Political Econ		
CRPE-180	Introduction to Latinx Studies: Structural Inequalities	4
CRPE-200	Foundations of Africana Studies	4
CRPE-205	Foundations in Critical Social Thought	4
CRPE-208	Introduction to Twentieth-Century Critical Race Theory	4
CRPE-228	Visualizing Immigrant Narratives: Migration in Film	4
CRPE-231	Dialoguing for Racial Change	4
CRPE-239	Latina/o/x Urbanism	4
CRPE-240BE	Intermediate Topics: 'Black Ethnographers'	4
CRPE-240BR	Intermediate Topics: 'Borderlands Film and Literature'	4
CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4
CRPE-240RE	Intermediate Topics: 'Representing Race'	4
CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4
CRPE-254	Nueva York	4
CRPE-256	Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics	4
CRPE-257	Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability	4
CRPE-261	Race, Racism, and Power	4
CRPE-308	Luminous Darkness: African American Social Thought After DuBois	4
CRPE-323	Latina Feminism(s)	4
CRPE-339	Abolitionist Dreams And Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice	4
CRPE-340CH	Advanced Topics: 'Latinx Cultural History'	4
CRPE-352	Latina/o/x Studies in Action	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4
CRPE-363	A Social Movements' History of the States from Grassroots Organizing to Social Movements	4
CRPE-364	Critical Refugee Studies	4
CRPE-366	Disposable People: A History of Deportation	4
CRPE-367	Slavery, Prison, and Captivity: Narratives of Life in and out of Bondage	4
CRPE-371	Free Them All: Abolition Feminism and Anticarceral Action Research	4
CRPE-372	Transforming Harm and Mutual Aid: A Transformative Justice Lab	4
CRPE-373	Abolition and Radical Textiles	4
CRPE-374	Latinx Immigration	4
CRPE-392	Senior Seminar	4
Dance		
DANCE-132	Introduction to Hip Hop	2
DANCE-133	Introduction to Breakin'	2
DANCE-142	Introduction to West African Dance	2
DANCE-232	Intermediate Hip Hop	2
DANCE-234	House Dance	2
DANCE-272AF	Dance and Culture: 'Improvisation from an Africanist Perspective'	4
DANCE-272FD	Dance and Culture: 'Funk Styles'	4
Economics		
ECON-210	Marxian Economic Theory	4
ECON-306	Political Economy of Inequality	4
ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4
English		
ENGL-217LX	Topics in English: 'Latinx Literature in the U.S. and Beyond'	4
ENGL-217SA	Topics in English: 'South African Literature: Postapartheid and Beyond'	4
ENGL-257	Survey of African American Literature	4
ENGL-274	Introduction to Asian American Literature	4
ENGL-280	Literary and Cultural Theory	4
ENGL-334BG	Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'	4
ENGL-338	Aesthetics of Racial Capitalism	4
ENGL-350AB	Topics in African American Literature: 'Abolition and Climate Change'	4
ENGL-350AT	Topics in African American Literature: 'Race and the Aesthetics of Taste'	4
ENGL-368	Shapeshifting Through the Nineteenth Century and Beyond	4
ENGL-382AN	Advanced Topics in English: 'American Animality'	4
ENGL-382EQ	Advanced Topics in English: 'Equiano's Worlds: Global Abolition, Alt Humanisms, and Experimental Prose'	4
ENGL-382MX	Advanced Topics in English: 'I Would Prefer Not To: Marxism and Early American Literature'	4
ENGL-389	Revolution and Change in the Age of Necropolitics	4
Environmental Studies		

ENVST-150DV	Introductory Topics in Environmental Studies: 'Introduction to the Histories and Theories of Development'	4	GNDST-333TH	Advanced Seminar: 'Transforming Harm and Mutual Aid: A Transformative Justice Lab'	4
ENVST-210	Political Ecology	4	GNDST-333TX	Advanced Seminar: 'Abolition and Radical Textiles'	4
ENVST-321CP	Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'	4	GNDST-392	Senior Seminar	4
Film, Media, Theater			German Studies		
FMT-240PE	Intermediate Courses in Production and Practice: 'African Performance Aesthetics'	4	GRMST-231YN	Topics in German and European Studies In a Global Context: 'Yiddish Nation: Language as Homeland'	4
FMT-330AT	Advanced Courses in History and Theory: 'African Theater'	4	History		
FMT-330PA	Advanced Courses in History and Theory: 'Natural's Not in It: Pedro Almodóvar'	4	HIST-141	Introduction to Modern African History	4
FMT-330RR	Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'	4	HIST-142	Introduction to Pre Colonial African History	4
French			HIST-213	History of Turtle Island: Introduction to Native North America	4
FREN-219	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World	4	HIST-245EU	Topics in African History: 'European Expansion in Africa'	4
FREN-341NE	Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'	4	HIST-245MW	Topics in African History: 'Modern West Africa, 1800 to the Present'	4
Geography			HIST-245SV	Topics in African History: 'Slavery and Emancipation in Africa'	4
GEOG-206	Political Geography	4	HIST-255DE	Ideas and Society in Europe: 'Decentering Europe: An Introduction to Critical European Studies'	4
GEOG-314	China in the Global South	4	HIST-276	U.S. Women's History Since 1890	4
GEOG-331	Water, People, and Politics in the Anthropocene	4	HIST-277	History of Energy	4
Gender Studies			HIST-279	Modern Civil Rights Movement	4
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'	4	HIST-282	African American History from Emancipation to the Present	4
GNDST-206BF	Women and Gender in History: 'The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas'	4	HIST-357	History of British Capitalism	4
GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4	HIST-381BE	Recent American History: 'Black Labor Since Emancipation'	4
GNDST-210WR	Women and Gender in Philosophy and Religion: 'Womanist Religious Thought'	4	Jewish Studies		
GNDST-212EC	Women and Gender in Social Sciences: 'Gender and Labor in the Global Economy'	4	JWST-269	Citizens and Subjects: Jews in the Modern World	4
GNDST-212RC	Women and Gender in Social Sciences: 'Gender, Race, and Capitalism'	4	Latin American Studies		
GNDST-241PH	Women and Gender in Science: 'Pharmocracy: Empire by Molecular Means'	4	LATAM-287DE	Topics in Latin American Studies: 'Decolonizing Development'	4
GNDST-241RA	Women and Gender in Science: 'Rethinking Aids'	4	LATAM-287FM	Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'	4
GNDST-333EC	Advanced Seminar: 'Gender and Economic Development in the Global South'	4	Music		
GNDST-333EM	Advanced Seminar: 'Flesh and Blood: Naturecultural Embodiments'	4	MUSIC-161	Beginning West African Drumming Ensemble	1
GNDST-333MS	Advanced Seminar: 'Multi-Species Justice? Entangled Lives and Human Power'	4	MUSIC-226	World Music	4
GNDST-333PA	Advanced Seminar: 'Natural's Not in It: Pedro Almodóvar'	4	MUSIC-228	African Opera in Theory and Practice	4
			Politics		
			POLIT-234	Black Metropolis: From MLK to Obama	4
			POLIT-252	Urban Politics	4
			POLIT-355	Race and Housing	4
			POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4
			Psychology		
			PSYCH-213	Psychology of Racism	4
			Religion		
			RELIG-172	Religion and Ecological Movements	4
			RELIG-181	Introduction to African Diaspora Religions	4
			RELIG-207	Women and Gender in Islam	4
			RELIG-209	Disability and Religion	4

RELIG-225AP	Topics in Religion: 'Apocalypse Now? Spiritual Responses to Ecological Catastrophe'	4	CRPE-363	A Social Movements' History of the States from Grassroots Organizing to Social Movements	4
RELIG-225CQ	Topics in Religion: 'Colonialism Then and Now: Religion, Law, and Conquest'	4	CRPE-367	Slavery, Prison, and Captivity: Narratives of Life in and out of Bondage	4
RELIG-225NR	Topics in Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'	4			
RELIG-246	Womanist Religious Thought	4	Dance		
RELIG-248	Islam in America: From Slavery to the "Muslim Ban"	4	DANCE-132	Introduction to Hip Hop	2
RELIG-267	Buddhist Ethics	4	DANCE-133	Introduction to Breakin'	2
RELIG-269	Citizens and Subjects: Jews in the Modern World	4	DANCE-142	Introduction to West African Dance	2
RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4	DANCE-232	Intermediate Hip Hop	2
RELIG-352	Body and Gender in Religious Traditions	4	DANCE-234	House Dance	2
RELIG-361	The Aquatic Life of Black Devotion	4	DANCE-272AF	Dance and Culture: 'Improvisation from an Africanist Perspective'	4
			DANCE-272FD	Dance and Culture: 'Funk Styles'	4
			Economics		
Sociology			ECON-306	Political Economy of Inequality	4
SOCI-214	Race in America: Inequality, Immigration, and Other Issues	4	ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4
SOCI-216DR	Special Topics in Sociology: 'Dialoguing for Racial Change'	4			
SOCI-316RM	Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'	4	English		
			ENGL-217SA	Topics in English: 'South African Literature: Postapartheid and Beyond'	4
Spanish			ENGL-257	Survey of African American Literature	4
SPAN-230HY	Identities & Intersections: An Introduction: 'Hybrid Identities of the Spanish-Speaking World'	4	ENGL-350AB	Topics in African American Literature: 'Abolition and Climate Change'	4
SPAN-250AT	Concepts and Practices of Power: 'The Agency of Things: Material Culture of Latin America, Spain, and the U.S. Border'	4	ENGL-350AT	Topics in African American Literature: 'Race and the Aesthetics of Taste'	4
SPAN-250RE	Concepts and Practices of Power: 'Exploring Puerto Rican Resilience: Challenges, Migratory Waves, and Resistance'	4	ENGL-382EQ	Advanced Topics in English: 'Equiano's Worlds: Global Abolition, Alt Humanisms, and Experimental Prose'	4
SPAN-340PA	Advanced Studies in Visual Cultures: 'Natural's Not in It: Pedro Almodóvar'	4			
SPAN-340RR	Advanced Studies in Visual Cultures: 'Anti-Fascism in Film: Reel Revolutions'	4	Environmental Studies		
			ENVST-210	Political Ecology	4
			Film, Media, Theater		
			FMT-240PE	Intermediate Courses in Production and Practice: 'African Performance Aesthetics'	4
			FMT-330AT	Advanced Courses in History and Theory: 'African Theater'	4

Africana Studies Major Pathway/Minor

Code	Title	Credits			
			French		
Anthropology			FREN-219	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World	4
ANTHR-216BE	Special Topics in Anthropology: 'Black Ethnographers'	4	FREN-341NE	Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'	4
ANTHR-216RC	Special Topics in Anthropology: 'Representing Race'	4			
			Geography		
Art History			GEOG-314	China in the Global South	4
ARTH-106	Arts of Africa and Its Diasporas	4	Gender Studies		
			GNDST-206BF	Women and Gender in History: 'The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas'	4
Critical Race & Political Econ			GNDST-210WR	Women and Gender in Philosophy and Religion: "Womanist Religious Thought"	4
CRPE-200	Foundations of Africana Studies	4	History		
CRPE-208	Introduction to Twentieth-Century Critical Race Theory	4	HIST-142	Introduction to Pre Colonial African History	4
CRPE-240BE	Intermediate Topics: 'Black Ethnographers'	4	HIST-213	History of Turtle Island: Introduction to Native North America	4
CRPE-240RE	Intermediate Topics: 'Representing Race'	4			
CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4			
CRPE-308	Luminous Darkness: African American Social Thought After DuBois	4			

HIST-245EU	Topics in African History: 'European Expansion in Africa'	4	CRPE-308	Luminous Darkness: African American Social Thought After DuBois	4
HIST-245MW	Topics in African History: 'Modern West Africa, 1800 to the Present'	4	CRPE-323	Latina Feminism(s)	4
HIST-245SV	Topics in African History: 'Slavery and Emancipation in Africa'	4	CRPE-339	Abolitionist Dreams And Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice	4
HIST-282	African American History from Emancipation to the Present	4	CRPE-352	Latina/o/x Studies in Action	4
HIST-381BE	Recent American History: 'Black Labor Since Emancipation'	4	CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4
Music			CRPE-364	Critical Refugee Studies	4
MUSIC-161	Beginning West African Drumming Ensemble	1	CRPE-366	Disposable People: A History of Deportation	4
MUSIC-226	World Music	4	CRPE-371	Free Them All: Abolition Feminism and Anticarceral Action Research	4
MUSIC-228	African Opera in Theory and Practice	4	CRPE-372	Transforming Harm and Mutual Aid: A Transformative Justice Lab	4
Politics			CRPE-373	Abolition and Radical Textiles	4
POLIT-234	Black Metropolis: From MLK to Obama	4	CRPE-374	Latinx Immigration	4
POLIT-252	Urban Politics	4	CRPE-392	Senior Seminar	4
POLIT-355	Race and Housing	4	Economics		
POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4	ECON-210	Marxian Economic Theory	4
Religion			ECON-306	Political Economy of Inequality	4
RELIG-181	Introduction to African Diaspora Religions	4	ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4
RELIG-246	Womanist Religious Thought	4	English		
RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4	ENGL-257	Survey of African American Literature	4
RELIG-361	The Aquatic Life of Black Devotion	4	ENGL-274	Introduction to Asian American Literature	4
Critical Social Thought Major Pathway			ENGL-280	Literary and Cultural Theory	4
Code	Title	Credits	ENGL-325	Victorian Literature and Visual Culture	4
Anthropology			ENGL-334BG	Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'	4
ANTHR-216WC	Special Topics in Anthropology: 'Writing Capitalism's Ruins'	4	ENGL-338	Aesthetics of Racial Capitalism	4
ANTHR-342	Science as Culture	4	ENGL-350AB	Topics in African American Literature: 'Abolition and Climate Change'	4
ANTHR-352	Digital Cultures	4	ENGL-350AT	Topics in African American Literature: 'Race and the Aesthetics of Taste'	4
Art Studio			ENGL-368	Shapeshifting Through the Nineteenth Century and Beyond	4
ARTST-380TX	Advanced Topics in Art Studio: 'Abolition and Radical Textiles'	4	ENGL-382AN	Advanced Topics in English: 'American Animality'	4
Critical Race & Political Econ			ENGL-389	Revolution and Change in the Age of Necropolitics	4
CRPE-205	Foundations in Critical Social Thought	4	Environmental Studies		
CRPE-208	Introduction to Twentieth-Century Critical Race Theory	4	ENVST-150DV	Introductory Topics in Environmental Studies: 'Introduction to the Histories and Theories of Development'	4
CRPE-228	Visualizing Immigrant Narratives: Migration in Film	4	ENVST-210	Political Ecology	4
CRPE-239	Latina/o/x Urbanism	4	ENVST-321CP	Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'	4
CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4	Film, Media, Theater		
CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4	FMT-330PA	Advanced Courses in History and Theory: 'Natural's Not in It: Pedro Almodóvar'	4
CRPE-254	Nueva York	4	FMT-330RR	Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'	4
CRPE-256	Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics	4	Geography		
CRPE-257	Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability	4	GEOG-206	Political Geography	4
CRPE-261	Race, Racism, and Power	4	GEOG-331	Water, People, and Politics in the Anthropocene	4
			Gender Studies		

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'	4
GNDST-206BF	Women and Gender in History: 'The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas'	4
GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4
GNDST-241PH	Women and Gender in Science: 'Pharmocracy: Empire by Molecular Means'	4
GNDST-241RA	Women and Gender in Science: 'Rethinking Aids'	4
GNDST-333EC	Advanced Seminar: 'Gender and Economic Development in the Global South'	4
GNDST-333EM	Advanced Seminar: 'Flesh and Blood: Naturecultural Embodiments'	4
GNDST-333MS	Advanced Seminar: 'Multi-Species Justice? Entangled Lives and Human Power'	4
GNDST-333PA	Advanced Seminar: 'Natural's Not in It: Pedro Almodóvar'	4
GNDST-333TH	Advanced Seminar: 'Transforming Harm and Mutual Aid: A Transformative Justice Lab'	4
GNDST-333TX	Advanced Seminar: 'Abolition and Radical Textiles'	4
GNDST-392	Senior Seminar	4
German Studies		
GRMST-231YN	Topics in German and European Studies In a Global Context: 'Yiddish Nation: Language as Homeland'	4
History		
HIST-141	Introduction to Modern African History	4
HIST-276	U.S. Women's History Since 1890	4
HIST-277	History of Energy	4
HIST-279	Modern Civil Rights Movement	4
HIST-357	History of British Capitalism	4
Jewish Studies		
JWST-269	Citizens and Subjects: Jews in the Modern World	4
Latin American Studies		
LATAM-287DE	Topics in Latin American Studies: 'Decolonizing Development'	4
LATAM-287FM	Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'	4
Politics		
POLIT-234	Black Metropolis: From MLK to Obama	4
POLIT-252	Urban Politics	4
POLIT-355	Race and Housing	4
POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4
Psychology		
PSYCH-213	Psychology of Racism	4
Religion		
RELIG-172	Religion and Ecological Movements	4
RELIG-181	Introduction to African Diaspora Religions	4
RELIG-207	Women and Gender in Islam	4
RELIG-209	Disability and Religion	4

RELIG-225AP	Topics in Religion: 'Apocalypse Now? Spiritual Responses to Ecological Catastrophe'	4
RELIG-225CQ	Topics in Religion: 'Colonialism Then and Now: Religion, Law, and Conquest'	4
RELIG-225NR	Topics in Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'	4
RELIG-248	Islam in America: From Slavery to the 'Muslim Ban'	4
RELIG-267	Buddhist Ethics	4
RELIG-269	Citizens and Subjects: Jews in the Modern World	4
RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4
RELIG-352	Body and Gender in Religious Traditions	4
Sociology		
SOCI-214	Race in America: Inequality, Immigration, and Other Issues	4
SOCI-316RM	Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'	4
Spanish		
SPAN-230HY	Identities & Intersections: An Introduction: 'Hybrid Identities of the Spanish-Speaking World'	4
SPAN-250AT	Concepts and Practices of Power: 'The Agency of Things: Material Culture of Latin America, Spain, and the U.S. Border'	4
SPAN-340PA	Advanced Studies in Visual Cultures: 'Natural's Not in It: Pedro Almodóvar'	4
SPAN-340RR	Advanced Studies in Visual Cultures: 'Anti-Fascism in Film: Reel Revolutions'	4

Latinx Studies Minor

Code	Title	Credits
Critical Race & Political Econ		
CRPE-180	Introduction to Latinx Studies: Structural Inequalities	4
CRPE-228	Visualizing Immigrant Narratives: Migration in Film	4
CRPE-239	Latina/o/x Urbanism	4
CRPE-240BR	Intermediate Topics: 'Borderlands Film and Literature'	4
CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4
CRPE-254	Nueva York	4
CRPE-261	Race, Racism, and Power	4
CRPE-323	Latina Feminism(s)	4
CRPE-340CH	Advanced Topics: 'Latinx Cultural History'	4
CRPE-352	Latina/o/x Studies in Action	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4
CRPE-364	Critical Refugee Studies	4
CRPE-366	Disposable People: A History of Deportation	4
CRPE-374	Latinx Immigration	4
English		
ENGL-217LX	Topics in English: 'Latinx Literature in the U.S. and Beyond'	4
Spanish		
SPAN-250RE	Concepts and Practices of Power: 'Exploring Puerto Rican Resilience: Challenges, Migratory Waves, and Resistance'	4

People, Power, Place

Code	Title	Credits
Critical Race & Political Econ		
CRPE-180	Introduction to Latinx Studies: Structural Inequalities	4
CRPE-200	Foundations of Africana Studies	4
CRPE-205	Foundations in Critical Social Thought	4
CRPE-208	Introduction to Twentieth-Century Critical Race Theory	4
CRPE-239	Latina/o/x Urbanism	4
CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4
CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4
CRPE-254	Nueva York	4
CRPE-257	Transforming Justice and Practicing Truth to Power: Critical Methodologies and Methods in Community Participatory Action Research and Accountability	4
CRPE-261	Race, Racism, and Power	4
CRPE-308	Luminous Darkness: African American Social Thought After DuBois	4
CRPE-323	Latina Feminism(s)	4
CRPE-352	Latina/o/x Studies in Action	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4
CRPE-363	A Social Movements' History of the States from Grassroots Organizing to Social Movements	4
CRPE-364	Critical Refugee Studies	4
CRPE-366	Disposable People: A History of Deportation	4
CRPE-371	Free Them All: Abolition Feminism and Anticarceral Action Research	4
CRPE-372	Transforming Harm and Mutual Aid: A Transformative Justice Lab	4
CRPE-374	Latinx Immigration	4
Economics		
ECON-306	Political Economy of Inequality	4
ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4
French		
FREN-341NE	Courses in Francophone Studies: 'Revisiting the Negritude Movement: Origins, Evolution, and Relevance'	4
Geography		
GEOG-331	Water, People, and Politics in the Anthropocene	4
Gender Studies		
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'	4
GNDST-206BF	Women and Gender in History: 'The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas'	4
GNDST-210SL	Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'	4

GNDST-212EC	Women and Gender in Social Sciences: 'Gender and Labor in the Global Economy'	4
GNDST-212RC	Women and Gender in Social Sciences: 'Gender, Race, and Capitalism'	4
GNDST-333EC	Advanced Seminar: 'Gender and Economic Development in the Global South'	4
GNDST-333TH	Advanced Seminar: 'Transforming Harm and Mutual Aid: A Transformative Justice Lab'	4
History		
HIST-141	Introduction to Modern African History	4
HIST-142	Introduction to Pre Colonial African History	4
HIST-213	History of Turtle Island: Introduction to Native North America	4
HIST-245EU	Topics in African History: 'European Expansion in Africa'	4
HIST-245MW	Topics in African History: 'Modern West Africa, 1800 to the Present'	4
HIST-245SV	Topics in African History: 'Slavery and Emancipation in Africa'	4
HIST-282	African American History from Emancipation to the Present	4
Politics		
POLIT-234	Black Metropolis: From MLK to Obama	4
POLIT-252	Urban Politics	4
POLIT-355	Race and Housing	4
POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4
Psychology		
PSYCH-213	Psychology of Racism	4
Religion		
RELIG-207	Women and Gender in Islam	4
RELIG-246	Womanist Religious Thought	4
RELIG-248	Islam in America: From Slavery to the 'Muslim Ban'	4
Sociology		
SOCI-214	Race in America: Inequality, Immigration, and Other Issues	4
SOCI-316RM	Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'	4

Representation

Code	Title	Credits
Art History		
ARTH-106	Arts of Africa and Its Diasporas	4
Art Studio		
ARTST-380TX	Advanced Topics in Art Studio: 'Abolition and Radical Textiles'	4
Critical Race & Political Econ		
CRPE-228	Visualizing Immigrant Narratives: Migration in Film	4
CRPE-256	Trap Doors and Glittering Closets: Queer/Trans* of Color Politics of Recognition, Legibility, Visibility and Aesthetics	4
CRPE-339	Abolitionist Dreams And Everyday Resistance: Freedom Memoirs, Struggles, and Decolonizing Justice	4
CRPE-373	Abolition and Radical Textiles	4

Dance		
DANCE-132	Introduction to Hip Hop	2
DANCE-133	Introduction to Breakin'	2
DANCE-142	Introduction to West African Dance	2
DANCE-232	Intermediate Hip Hop	2
DANCE-234	House Dance	2
DANCE-272AF	Dance and Culture: 'Improvisation from an Africanist Perspective'	4
DANCE-272FD	Dance and Culture: 'Funk Styles'	4
English		
ENGL-257	Survey of African American Literature	4
ENGL-274	Introduction to Asian American Literature	4
ENGL-325	Victorian Literature and Visual Culture	4
ENGL-334BG	Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'	4
ENGL-338	Aesthetics of Racial Capitalism	4
ENGL-350AB	Topics in African American Literature: 'Abolition and Climate Change'	4
ENGL-350AT	Topics in African American Literature: 'Race and the Aesthetics of Taste'	4
Film, Media, Theater		
FMT-240PE	Intermediate Courses in Production and Practice: 'African Performance Aesthetics'	4
FMT-330AT	Advanced Courses in History and Theory: 'African Theater'	4
Gender Studies		
GNDST-333TX	Advanced Seminar: 'Abolition and Radical Textiles'	4
Music		
MUSIC-228	African Opera in Theory and Practice	4
MUSIC-261	Intermediate West African Drumming Ensemble	1
Religion		
RELIG-181	Introduction to African Diaspora Religions	4
RELIG-225NR	Topics in Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'	4
RELIG-331AF	Advanced Topics in Religion: 'African American Spiritualities of Dissent'	4
RELIG-361	The Aquatic Life of Black Devotion	4

Collaboratory

Collaboratories are courses designed to foster in-depth critical studies of race, colonialism, migration, and political economy. The department will offer one collaboratory per year.

Code	Title	Credits
------	-------	---------

Curricular Support Courses (CUSP)

CUSP-202 Community-Based Learning: Networks, Reflection, and Meaning

Not Scheduled for This Year. 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

The department

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

Community-based learning (CBL) is a central aspect of the liberal arts curriculum – as it facilitates student learning outside the College gates with community partners in ways that can effect social change. Such learning requires self-reflective practices, project planning and assessment, and knowledge of local histories. Through course readings, discussion, and community visitors, this class is designed to facilitate community-based learning for CBL student staff, C.A.U.S.E. leadership, student interns or future interns, as well as any student with a general interest in CBL.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Community-Based Learning

D. Hernández

Notes: 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

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.

Advisory: Application and permission of instructor required. Application found here: <https://bit.ly/FundMakerCulture>

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-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

M. Shea

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'

Not Scheduled for This Year. 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 2023 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. If students are unable to make the orientation meeting, they can set up an alternative meeting time with the instructor.

CUSP-235 Intergroup Dialogue: Facilitating Conversations About Social Justice

Not Scheduled for This Year. 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: Fall 2023 application

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 (DANCE)

Dance Theory

DANCE-151 Elementary Composition

Fall. Credits: 4

A study of the principles and elements of choreography through diverse approaches to dancemaking. 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

S. Barron

DANCE-171 Studies in Dance History

DANCE-171BH Studies in Dance History: 'Ballet History'

Not Scheduled for This Year. Credits: 4

Through readings, video and film viewings, individual research projects, and classroom discussions, students will explore principles and traditions of twentieth-century concert dance, with special attention to their historical and cultural contexts. This semester, the topical focus of the course will be ballet history. The dance world and ballet in particular are thought of as microcosms of Eurocentric history and society. Through this particular lens, we can explore how these concepts shape our view of ballet today and of dance history more broadly.

Applies to requirement(s): Humanities

The department

DANCE-171GC Studies in Dance History: 'Dance in a Global Context'

Fall. Credits: 4

A study of the histories, cultures and lineages of African, Asian, Indigenous and Latin peoples, this course is a framework for understanding their influence on the American concert dance tradition. Specifically, this course examines the worlds of dancing and dancemaking as they intersect with cultural and gendered differences, geographic location, race, and ethnicity. Students will discuss issues and topics in global dance practices through readings by dance scholars and artists and the viewing of filmed media. Embodied material will enliven some class discussions.

Applies to requirement(s): Humanities; Multicultural Perspectives

M. Braimah

DANCE-171HP Studies in Dance History: 'Contemporary Issues in History and Performance'

Not Scheduled for This Year. Credits: 4

This course investigates the development of dance as a performing art in the 20th/21st century. The course will examine major trends, multi-cultural aspects and significant global events affecting the development of dance. We will observe the work of principal artists and companies, and we will investigate aesthetic points of view, beliefs, and assumptions inherent in dance practices, dance criticism and writing of history. The course will investigate topical groupings of events and artists that, in historical perspective, share similar artistic issues and influences. We will look at artists' work and the context of their dance-making and collaboration. Aspects of the work to investigate include: movement description, genre, choreographic methods, production, relationship to music, content, analysis, and economic, geographical or political climates.

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

The department

Restrictions: This course is limited to Dance majors and minors

DANCE-171MT Studies in Dance History: 'Beginning Modern Dance in History and Practice'

Not Scheduled for This Year. Credits: 4

This class is an introduction to the practice of contemporary modern dance at the beginning level, from both the theoretical and embodied perspectives. The course introduces the basic principles of dance movement: body alignment, coordination, locomotion, artistry, and is studied alongside the study of the histories and contexts of modern dance development. Class time will alternate between in-studio dance practice, and lecture-based classes with readings, class discussions, video viewings and short written and creative assignments.

Applies to requirement(s): Humanities

The department

Advisory: No previous dance experience required.

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-241AM Scientific Foundations of Dance: 'Anatomy of Movement'

Fall. Credits: 4

Designed for dance students, this course is an experiential study of the human body's musculoskeletal system. The structure of this course includes lectures, movement laboratory sessions, somatic exercises, and developing a personal warmup for full-bodied dancing. Anatomical understanding becomes a springboard for clearer movement choices and deeper engagement in dance practice.

Applies to requirement(s): Humanities

B. Diwald

Prereq: 2 credits in Dance.

Advisory: Previous dance experience is recommended.

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**M. Braimah**Prereq: DANCE-151.***DANCE-272 Dance and Culture****DANCE-272AF Dance and Culture: 'Improvisation from an Africanist Perspective'***Not Scheduled for This Year. Credits: 4*

This course will be a contemporary exploration of the physical, emotional, and spiritual dimensions of the African-rooted community dance circle.

Through technical, literary, and media-based explorations, students will examine the circle as a culture of healing and transformation that sustains people of African heritage across geographic spaces spanning both oceans and time. By investigating dance improvisation as a practice of deep listening and as a method of negotiating with precarity and the unknown, we will conduct in-depth research on the potentials of the circle as a place of embodiment, resource, and belonging that can be participated in by people across all cultures, races, and backgrounds.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**S. Barron***DANCE-272FD Dance and Culture: 'Funk Styles'***Not Scheduled for This Year. Credits: 4*

This course introduces students to funk dance styles such as Locking, Popping, and Breaking. We will examine the evolution of African American music and its relationship to what's happening historically in the U.S.

Students will learn the terminology and rhythmic patterns of each dance form and how to find their own relationship to the movement. This class will focus on becoming grounded in the basics through technique drills and combinations. There will be many sessions where the students can freestyle using the foundation they've learned and incorporating their own uniqueness to the movement. The study of music and movement will take form in research, through books, scholarly journals, and documentaries. This will allow students to have many discussions throughout the course on the many artists and pioneers of the form.

*Applies to requirement(s): Humanities; Multicultural Perspectives**S. Barron***DANCE-272HP Dance and Culture: Hip Hop***Not Scheduled for This Year. Credits: 4*

This course will be a literary, media-based, and technical exploration of the history and influence of contemporary Hip Hop culture creation. Students will engage in an embodied study of various hip-hop dance techniques and a rigorous investigation of the influence of Hip Hop culture on music, fashion, language, media, and personal style throughout the world. The technical aspect of the course will support their study of history and culture through media, readings, discussion and research. Works cited will include peer reviewed articles, as well as the brilliance of materials created outside of the narrow academic lens. Each reading, film, or documentary that is assigned will be followed by written responses and discussions, and students will present their in-depth research findings at the end of the course.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**S. Barron***DANCE-272QF Dance and Culture: 'Queer and Feminist Performance'***Not Scheduled for This Year. Credits: 4*

What does performance teach us about subjectivity? How do bodies' cultural inscriptions shape meaning in dance? How does choreography complicate the performance of gender? This course poses an inquiry into euro-american contemporary dance performance through the lenses of queer and feminist thought. Students will study the body as a site of knowledge production and investigate how movement and performance can highlight the intersection of theory and lived experience. Class will read from authors including adrienne marie brown, Audre Lorde, Sarah Ahmed, Ann Cooper Albright, Petra Kuppens, José Muñoz, Fiona Buckland, and others. We will watch and be in conversation about performances by choreographers like Rosie Herrera, Jawole Willa Jo Zollar, Ananya Chatterjea, Miguel Gutierrez, and Ralph Lemon.

*Applies to requirement(s): Humanities; Multicultural Perspectives**The department***DANCE-287 Rhythmic Analysis***Not Scheduled for This Year. Credits: 4*

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 supervised 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-338 Mobilizing the Hippocampus*Not Scheduled for This Year. Credits: 4*

This course will provide a research site to investigate the functions of the hippocampal brain region to then embody that learning through choreographic structures. In particular, students will use dance expression to aid the understanding of complex neuroscience topics, and apply neuroscience knowledge to deepen creative expression. "Mobilizing the hippocampus" will help to bridge a gap between science and art, serving as a tool to stimulate a heightened understanding of both disciplines.

*Crosslisted as: NEURO-338**Applies to requirement(s): Meets No Distribution Requirement**B. Diewald, M. Sabariego**Restrictions: This course is open to juniors and seniors; This course is limited to Dance and Neuroscience majors.***DANCE-377 Advanced Studies****DANCE-377ST Advanced Studies: 'Dance Styles: Street and Club'***Spring. Credits: 4*

This house and hip-hop class will develop the student's dance while preserving the essence of the styles the student is learning. Students will be capable of using technique within the groove as it is the soul and the identity of the dancer. The groove which is often perceived as an aesthetic can also be an invitation to question its social meaning. The objective is to investigate the student's identity and to turn this very technical style into something more authentic. This method develops the coordination, the rhythm, the musicality, polyrhythm and a strong sense of body control. Elements of social justice will be discussed during the class. This course involves discussion, research and journal assignments.

*Applies to requirement(s): Humanities**The department**Prereq: Two dance technique courses and either DANCE-171 or DANCE-272.**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 Advanced Seminar in Research, Choreography and Production***Fall and Spring. Credits: 2*

The structure of this seminar, a required course for dance majors, has three emphases: supporting the development of research, performance and production; offering practical tools for sustaining a life in the arts after academia; and investing in process (your own and that of your cohort). Students should sign up for both fall and spring semesters of this seminar. The fall semester focuses primarily on embodied and scholarly research and the spring semester is meant to support the production of capstone projects.

*Applies to requirement(s): Meets No Distribution Requirement**B. Diewald**Restrictions: This course is open to juniors and seniors**Prereq: DANCE-252.**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 supervised 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-107 Introduction to Ballet and Modern*Fall and Spring. Credits: 2*

This course is an introduction to the basic principles of ballet and modern dance. Students will learn and practice common forms, pathways, and footwork in both styles. The class will focus on momentum, weight shift, and dynamic alignment.

*E. Goudie-Averill, The department**Notes: Repeatable for credit.***DANCE-113 Beginning Modern***Not Scheduled for This Year. 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.

*The department**Notes: Repeatable for credit.***DANCE-120 Beginning Ballet***Not Scheduled for This Year. 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.

*The department**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.**Notes: Repeatable.***DANCE-132 Introduction to Hip Hop***Spring. Credits: 2*

This class will introduce students to the basic elements of hip-hop dance including bouncing, rocking, waving, swinging, and much more. The class will include drills and combinations, which will ask the dancers to find their relationship to musicality, athleticism, dynamics, and articulation of the body. In addition, students will learn the history of hip-hop's core four elements: Deejaying, Emceeing, Breakin', and Graffiti.

*The department**Notes: Repeatable for credit.***DANCE-133 Introduction to Breakin'***Not Scheduled for This Year. Credits: 2*

In this course students will learn about the history and foundation of Hip Hop culture from its birth to both the current underground and commercial scene. Students will work on foundational techniques and dynamic movements to continue to develop their growth in the form. Documentaries shown in class will inform the students about the underground battle scene and its evolution to the big-stage events like the Olympics. Students will learn battle etiquette and, as community engagement, the students will attend a local event where they can showcase what they've learned and be in community. Students will also be prepared for commercial work by practicing choreography in class that includes auditioning techniques and working on-stage presence. The goal of the course is to physically train and educate students in Breakin' as well as prepare them for any path they want to follow in dance.

*The department**Notes: Repeatable for credit.***DANCE-142 Introduction to West African Dance***Fall. Credits: 2*

An introduction to the history and vocabulary of West African dance, emphasizing the central role that dance plays in African cultures. This class will introduce students to movements from traditional concepts to neo-traditional West African dance forms and the African Diaspora. Students will learn to identify the aesthetic principles and develop physical and artistic skills such as explicit sound, music, and movement connection; call and response; body isolation; and the individuality of movement expressions. Additionally, they will practice playing an instrument, singing, and learning with an emphasis on community building and individual potential.

*M. Braimah**Notes: Repeatable for credit.***DANCE-147 Bollywood Dance***Not Scheduled for This Year. Credits: 2*

Throughout the course, students will build a solid foundation in rhythm, coordination, strength, and stamina, all of which are applicable to various dance styles. By focusing on these fundamental aspects, participants will not only develop their skills in Bollywood dance but also enhance their abilities across various dance styles. Students will also engage in ear training exercises to develop their ability to discern various beats, enabling them to recognize and appreciate the unique sounds of traditional Indian instruments. Through this practice, they will gain a deeper understanding of the intricate rhythm system that underpins Indian music.

*The department**Notes: Repeatable for credit.***DANCE-216 Intermediate Modern***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.

*The department**Notes: Repeatable for credit.***DANCE-217 Site-Specific Intermediate/Advanced Modern Improvisation***Not Scheduled for This Year. Credits: 2*

This course will focus on the development of site-specific improvisational dance skills. Beginning in indoor environments, and moving outdoors when the weather gets warmer. 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.

*The department**Notes: Repeatable for credit.*

DANCE-218 Improvisation from an Africanist Perspective*Not Scheduled for This Year. Credits: 2*

This course is a contemporary exploration of the physical, emotional, and spiritual dimensions of the African-rooted community dance circle. Through movement, literary, and media-based explorations, students will examine the history of the circle and investigate dance improvisation as a practice of deep listening, researching the potential of the circle to engage people across many cultures, races, and backgrounds.

*S. Barron**Prereq: One course in Dance.**Notes: Repeatable for credit.***DANCE-219 Intermediate Improvisation***Not Scheduled for This Year. Credits: 2*

This course focuses on dance improvisation. The class studies structured improvisation through the use of scores, tasks, imagery, and other methods for generating and crafting movement. Students will sharpen their awareness of attention and intention in instant decision-making practices as individuals and in group settings. This is a movement class intended for students with a regular dance practice in any form.

*The department**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.

*E. Goodie-Averill**Notes: Repeatable for credit.***DANCE-232 Intermediate Hip Hop***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.

*The department**Notes: Repeatable for credit.***DANCE-234 House Dance***Fall. Credits: 2*

This course is designed for dancers to learn the fundamentals of House dance. Students will learn the history and culture of House along with terminology of the dance movements. Class will include across the floor drills and center combinations, which will ask the dancers to find their relationship to musicality, athleticism, dynamics, and articulation of the body. Improvisation is a critical component of this course. This will empower students to embody the movement, feel comfortable improvising, and have a greater capacity to learn more intricate choreography.

*S. Barron**Notes: Repeatable for credit.***DANCE-236 Funk Styles***Not Scheduled for This Year. Credits: 2*

This course introduces students to funk dance styles such as Locking, Popping, and Breaking. It contextualizes the history of funk dance and examines its relationship to the evolution of African American music. Students will learn terminology and the rhythmic patterns of each dance form as they find their own relationship to the movement. This course will focus on becoming grounded in specific movement techniques through drills and combinations, and students will freestyle incorporating learned foundations and their own unique movement styles.

*S. Barron**Prereq: One course in Dance.**Notes: Repeatable for credit.***DANCE-237 Intermediate Tap***Fall. Credits: 2*

Intermediate Tap 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 performances by tap masters, past and present will be shown in class or assigned for out-of-class viewing.

*I. Berg**Notes: Repeatable for credit.***DANCE-268 Dance, Performance and Text***Fall. Credits: 2*

In this course, students will explore the various ways in which dance and embodied performance generate, adapt, and incorporate text in practice. Our endeavor envisions and engages with text as a permanent artifact that is enlivened through the crucible of the dance-making process. Students will take inspiration from other logocentric forms such as plays, poetry, prose etc.

*Other Attribute(s): Speaking-Intensive**M. Ofori**Prereq: DANCE-151.**Advisory: Students interested in this course should possess a foundational understanding of dance composition, usually via DANCE-151.**Notes: Repeatable for credit.***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 Fall Faculty Concert.

*M. Braimah**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-305HP Dance Repertory: 'Hip Hop Repertory'

Not Scheduled for This Year. 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. Barron

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-305NT Dance Repertory: 'Exploring the Intersection of Movement, Choreography, and Performance'

Not Scheduled for This Year. Credits: 2

Throughout the semester, students will actively participate in the choreographic process as they create or rework dance pieces. A strong background in modern dance technique and improvisational skills is preferred as these technical elements will serve as a solid base for the choreographic and performance aspects of the course. Students will have the opportunity to refine their technique, expand their movement vocabulary, and explore improvisational skills within the context of choreography. This course offers a comprehensive experience exploring intersections of dance and performance studies, choreographic processes, and technology.

The department

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'

Not Scheduled for This Year. 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

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-305ST Dance Repertory: 'Street Styles'

Fall. Credits: 2

This course is designed for intermediate and advanced street style dancers interested in performing a premiere work for the Fall Faculty Dance concert.

S. Barron

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-318 Advanced Modern

Fall. 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: Repeatable for credit.

DANCE-319 Advanced Modern and Improvisation

Not Scheduled for This Year. Credits: 2

In studying dance at the advanced level, students are expected to define their own priorities, thresholds, and modes of working. This course is an opportunity for students to physically engage with dance forms rooted in modern dance and improvisational forms of the mid-twentieth century and the twenty-first century. Daily creative and physical practice and building a resilient and collective dance culture are the foundations of this course. Meeting times will be dedicated to codified modern forms, improvisational practice, and discussion. Advanced placement or instructor permission is required.

The department

Prereq: 8 credits in Dance.

Advisory: Placement occurs during the first class meeting.

Notes: Repeatable for credit.

DANCE-325 Advanced Ballet

Spring. 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.

B. Diewald

Restrictions: This course is open to juniors and seniors

Advisory: Advanced placement

Notes: Repeatable for credit.

Data Science (DATA)

DATA Courses

DATA-113 Introduction to Data Science

Fall and Spring. Credits: 4

Data scientists answer questions with scientific and social relevance using statistical theory and computation. We will discuss elementary topics in statistics and learn how to write code (in Python) to visualize data and perform simulations. We will use these tools to answer questions about real data sets. We will also explore ethical issues faced by data scientists today.

Applies to requirement(s): *Math Sciences*

K. Mulder, L. Tupper

DATA-225 Topics in Data Science:

DATA-225AR Topics in Data Science 'Ethics and Artificial Intelligence'

Spring. Credits: 4

Artificially intelligent technologies are prominent features of modern life – as are ethical concerns about their programming and use. In this class we will use the tools of philosophy to explore and critically evaluate ethical issues raised by current and future AI technologies. Topics may include issues of privacy and transparency in online data collection, concerns about social justice in the use of algorithms in areas like hiring and criminal justice, and the goals of developing general versus special purpose AI. We will also look at ethics for AI: the nature of AI 'minds,' the possibility of creating more ethical AI systems, and when and if AIs themselves might deserve moral rights.

Crosslisted as: *PHIL-260AR, EOS-299AR*

Applies to requirement(s): *Humanities*

L. Sizer

DATA-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

DATA-390 Data Science Capstone

Fall and Spring. Credits: 4

The Capstone is a research seminar that empowers students to design and execute a significant data science research project. Through group review of journal articles and targeted lectures, students will develop a thorough understanding of each of the components of a successful research project including defining their research question, conducting a literature review, identifying an appropriate data set, designing and implementing a defensible methodology, and presenting and interpreting their results in text, tables, and figures. There will be frequent opportunities for students to present their work, and their capstone will culminate in a written report. Concurrently, students will read and discuss several case studies that address issues of ethics involved with the collection, treatment, and analysis of data.

Applies to requirement(s): *Math Sciences*

K. Mulder

Prereq: *COMSC-205 and STAT-340. STAT-340 may be taken concurrently (contact instructor for permission).*

DATA-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

DATA-395P Independent Study w/Practicum

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Required Core Courses for the Data Science Major

Code	Title	Credits
Chemistry		
CHEM-348	Using Data Science to Find Hidden Chemical Rules	4
Computer Science		
COMSC-151	Introduction to Computational Problem Solving	4
COMSC-205	Data Structures	4
COMSC-335	Machine Learning	4
Mathematics		
MATH-211	Linear Algebra	4
Statistics		
STAT-140	Introduction to the Ideas and Applications of Statistics	4
STAT-242	Intermediate Statistics	4
STAT-340	Applied Regression Methods	4

Elective Courses for the Data Science Major

Code	Title	Credits
Biological Sciences		
BIOL-223	Ecology	4
BIOL-234	Biostatistics	4
BIOL-321GE	Conference Course: 'Genomics and Bioinformatics'	4
Chemistry		
CHEM-291	Scientific Illustration and Data Visualization	4
CHEM-328	From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering	4
CHEM-348	Using Data Science to Find Hidden Chemical Rules	4
Computer Science		
COMSC-133DV	Data Visualization: Design and Perception	4
COMSC-312	Algorithms	4
COMSC-335	Machine Learning	4
COMSC-341NL	Topics: 'Natural Language Processing'	4
COMSC-341TE	Topics: 'Text Technologies for Data Science'	4
Data Science		
DATA-113	Introduction to Data Science	4
DATA-225AR	Topics in Data Science 'Ethics and Artificial Intelligence'	4
DATA-390	Data Science Capstone	4
Economics		
ECON-320	Econometrics	4
Entrepreneurship, Orgs & Soc		
EOS-299AR	Topic: 'Ethics and Artificial Intelligence'	4
Geography		
GEOG-205	Mapping and Spatial Analysis	4
GEOG-210	GIS for the Social Sciences and Humanities	4

Mathematics		
MATH-339PT	Topics in Applied Mathematics: 'Optimization'	4
MATH-339SP	Topics in Applied Mathematics: 'Stochastic Processes'	4
MATH-342	Probability	4
Philosophy		
PHIL-260AR	Topics in Applied Philosophy: 'Ethics and Artificial Intelligence'	4
Sociology		
SOCI-216TX	Special Topics in Sociology: 'Text as Data I: From Qualitative to Quantitative Text Analysis'	4
SOCI-316TX	Special Topics in Sociology: 'Text as Data II: Computational Text Analysis for the Social Sciences'	4
Statistics		
STAT-244MP	Intermediate Topics in Statistics: 'Survey Sampling'	4
STAT-244NF	Intermediate Topics in Statistics: 'Infectious Disease Modeling'	4
STAT-331	Design of Experiments	4
STAT-340	Applied Regression Methods	4
STAT-343	Mathematical Statistics	4

Economics (ECON)

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

A. Awadey, J. Norling, M. Robinson, S. Schmeiser

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

S. Schmeiser

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'

Not Scheduled for This Year. 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-210 Marxian Economic Theory

Fall. Credits: 4

An introduction to Marx's critique of political economy. Offers a close reading of volume 1 of Marx's *Capital*. Marx's understanding of capitalism as a system of accumulation and exploitation allow students a contrasting vision of an economic system based on dispossession, individual choice, and private property. Contemporary issues such as climate change; social and economic crisis; inequalities of race, gender, sexuality, and nation; de-growth; alternative forms of economic organization; and more are reviewed.

Applies to requirement(s): Social Sciences

L. Wilson

Prereq: ECON-110 or CRPE-200.

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, S. 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-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

A. Awadey, K. Lande, J. Norling

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

Fall and Spring. Credits: 4

Economic development is the study of the macro and micro dynamics that shape economic and social outcomes in low and middle-income countries in Africa, Asia, Latin America and transition economies. The outcomes we focus on in this course are human well-being, poverty, and inequalities as well as structural transformation, economic growth, sustainability, and the creation of decent jobs. We will pay particular attention to the implications of the nature of an economy's insertion into the global economy and the global economic context, and to the role of government policies in advancing economic development.

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

A. Awadey

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.

Applies to requirement(s): Social Sciences

S. Schmeiser

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: ECON-110.

ECON-218 International Economics*Spring. 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**K. Lande**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ECON-110.***ECON-219 Environmental Economics***Spring. 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**M. Robinson**Prereq: ECON-110 and MATH-101. Coreq: ECON-220L.***ECON-228 Political Economy***Not Scheduled for This Year. Credits: 4*

This course introduces students to the modal interdisciplinary approach of political economy, an approach that de-centers economics from a narrow focus on optimization and hyper-rationality to a broader vision of how the behavior of homo sapiens acting as economic agents is shaped by social and psychological processes. Thus, the determinants of economic outcomes are similarly impacted by emotional and social context. This course will offer a critical exploration of how the works of Adam Smith, David Ricardo, Karl Marx, Amartya Sen, and others have informed approaches to the study of political economy. Topics to be explored include: how socially constructed concepts of gender (as opposed to biological sex) and race/ethnicity impact value distribution; power dynamics in the workplace and larger society; and social investment thereby shaping the cultural architecture and economic processes that contribute to inequality. One of the objectives of this course is to specifically address the role of capital accumulation and mercantilist tendencies in modern capitalist economies in the diminution of productive self-employment, family businesses, and other alternatives to large-scale enterprises, leading to distorted forms of development resulting in catastrophic effects to the global ecology.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**S. Gabriel**Restrictions: Course limited to sophomores, juniors and seniors***ECON-241 Critical Development Studies***Not Scheduled for This Year. Credits: 4*

Critical development studies explore the economic, political, cultural, and environmental conditions underpinning global economic systems (i.e. large-scale industrial, merchanting, and financial systems). Critical development studies seek to understand the dynamics of such systems and to develop methodologies for reducing marginalization and inequalities, to give the voiceless a voice in shaping public policies. These political economic studies often draw links between imperialism, colonization, slavery, and unequal trading relationships. In this course, we will seek to understand and evaluate proposals for advancing a better development path for the marginalized along constructed class, gender, and racial lines.

*Applies to requirement(s): Social Sciences**S. Gabriel**Prereq: ECON-110.***ECON-249 Topics in Economics****ECON-249ED Topics in Economics: 'Economics of Education'***Not Scheduled for This Year. 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-249HP Topics in Economics: 'Economics of Shopping: An Introduction to Industrial Organization'*Not Scheduled for This Year. Credits: 4*

The economics of shopping is a course that explores how consumers buy goods and how firms get products onto shelves, covering topics such as consumer preferences, store choice, and consumer influence, but also research and development of patents, advertising, distribution, shelf competition, and store location choices. We will look at a variety of industries such as fast fashion and beer and students will perform their own semester long case study. We will apply basic microeconomic concepts and empirical methods and focus on developing economic thinking. This course is an introduction to the field of industrial organization.

*Applies to requirement(s): Social Sciences**K. Lande**Prereq: ECON-110.**Advisory: Students who have taken ECON-307 may not take this course without prior permission.***ECON-270 Accounting***Fall. 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.***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-306 Political Economy of Inequality***Spring. Credits: 4*

This seminar develops a historical and theoretical analysis of issues and concerns arising from a Marxian specification of social and economic inequality. Using class as a lens for examining relationships between individuals, institutions, and society, the course examines the role of markets and the state in social and economic life, and the challenges of achieving class justice for all. Issues of governance, subjectivity, production, and reproduction in economic and social spheres are addressed in the writings of Darity, Hamilton, DeMartino, Marx, Williams, Robinson, Taylor, Loury, and others.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**L. Wilson**Prereq: ECON-210, ECON-211, or ECON-212.**Advisory: ECON-212.***ECON-307 Seminar in Industrial Organization***Fall. 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. Lande**Restrictions: This course is open to juniors and seniors**Prereq: ECON-212.***ECON-310 Seminar in Public Economics***Not Scheduled for This Year. 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-311 Law and Economics***Not Scheduled for This Year. Credits: 4*

This course uses economic analysis to examine the legal system. Tools from economics have become the dominant paradigm for evaluating the legal system, creating new laws, and jurisprudence. We use microeconomic theory and game theory to analyze topics such as property rights, liability, privacy, crime and punishment, antitrust, and discrimination.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**S. Schmeiser**Prereq: ECON-211 and ECON-212.***ECON-314 Globalization and Development***Not Scheduled for This Year. Credits: 4*

Many developing countries face significant economic challenges today: slow economic and productivity growth, premature de-industrialization, limited creation of decent jobs, large foreign debt burdens, growing climate change impacts, and high inequality. In this seminar, we analyze how the interactions between domestic economic dynamics and globalization (unfettered cross-border flows of trade, financial capital, foreign direct investment as well as the rise of China) have shaped economic development outcomes. We study how they led to success in some countries and huge challenges in others, and what domestic and international policy changes are needed to achieve more equitable and sustainable development.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department**Restrictions: This course is open to juniors and seniors**Prereq: ECON-211 or ECON-213.*

ECON-319 Environmental Economics, Ecology and Conservation Policy

Not Scheduled for This Year. 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

Fall. 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.

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-326 Economics of the Digital Economy

Spring. Credits: 4

This seminar explores the economic impact of the Internet, information technology, digitalization, and the networked information economy on manufacturing and manufacturing networks, global and local finance, goods and services 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 and digitalization, more broadly, for the creating of new economic (and social) relationships and the internet of everything. We also examine the continuing struggle over regulation of cyberspace across international borders and the definition and enforcement of intellectual property rights in a global context.

Applies to requirement(s): Social Sciences

S. Gabriel

Prereq: ECON-211 and ECON-212.

ECON-336 Investment Valuation

Fall. Credits: 4

This is a course in investment valuation that makes use of concepts learned in 200-level corporate finance. It is a comprehensive and practical approach to the valuation of assets, including public and private corporations – corporations both within and outside of the United States – using discounted cash flow models and other methods. The course will explore cash flow estimation and various methods for estimating unique and systemic risk as well as political risk. Students will employ case studies throughout the course, including a semester-long study of two publicly traded corporations.

Applies to requirement(s): Social Sciences

Other Attribute(s): Writing-Intensive

S. Gabriel

Prereq: ECON-110 and ECON-215.

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-349 Advanced Topics in Economics**ECON-349CV Advanced Topics in Economics: 'The Economics of the Covid-19 Pandemic'**

Not Scheduled for This Year. Credits: 4

The Covid-19 pandemic has manifested itself in a variety of micro- and macro-economic phenomena. In this course, we will examine several of these from the perspective of economics, attempting to understand what has happened and to identify possible policy options. We'll consider questions such as: Why are there shortages of certain consumer products? Which industries have been hurt the most/least? What permanent changes may result from workplace experiments during the pandemic? What is the nature of the recession and how does it differ from the Great Recession? What is the thinking behind the stimulus package? What are the anticipated impacts on higher education and on Mount Holyoke in particular? How does one do epidemiology modeling? How can we use econometric modeling to answer questions about the pandemic? How could economic incentives be used to improve our response? Each student will write two short essays and one longer paper to answer questions of their choice.

Applies to requirement(s): Social Sciences

M. Robinson

Prereq: ECON-211, ECON-212, and ECON-220.

ECON-349DV Advanced Topics in Economics: 'Development Economics: A Closer Look in Africa'*Spring. Credits: 4*

Economic development is complex and nuanced, and differences in development persist globally. Many African countries, however, lag behind in key development indices and this precipitates our focus on Africa. In this seminar, we will build our knowledge of development issues in this region and provoke our interest in possible areas for future research to increase our understanding. To do this, this seminar will focus on field experiments aimed at providing causal evidence of interventions related largely to human capital development and entrepreneurship, critically examining what has worked and learn from what has not and their limitations. We will also keep abreast of current issues in development and discuss schools of thought on sustainable development, global poverty and aid.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Awadey**Restrictions: This course is open to juniors and seniors**Prereq: ECON-212 and ECON-220.***ECON-349EC Advanced Topics in Economics: 'Analysis of Empire of Cotton'***Not Scheduled for This Year. Credits: 4*

This course focuses on analyzing the "Empire of Cotton," as it was labeled by Pulitzer Prize nominee Sven Beckert. This course explores the nexus between war capitalism as epitomized by British subjugation of peoples around the world, notably in India (the jewel in the crown) and China; the massive seizure of advanced textile manufacturing machines and raw materials (notably raw cotton), and the industrial revolution. The course also examines the history of globalization in this period of knowledge transfer, mass human trafficking, and slave economies of the USA, Caribbean, and South America. A basic hypothesis explored in the course will be whether this Empire of Cotton played a pivotal role in creating income and wealth inequalities between the so-called North and the marginalized South, inequalities that persist in the present.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**S. Gabriel**Prereq: 8 credits in Economics, Critical Social Thought, or Critical Race and Political Economy.***ECON-349PE Advanced Topics in Economics: 'International Political Economy'***Not Scheduled for This Year. Credits: 4*

The course will address international problems and issues that are multi-dimensional, including those shaping and shaped by political, cultural, economic, and ecological processes. Each issue or problem will be analyzed from multiple theoretical perspectives, drawing upon a wide range of theories in economics, politics, and sociology. The course will provide students with experience debating complex problems that have both global and local implications, including upon international trade and development, civil unrest, human rights, innovation in material and process technologies, inequality and political, economic, and cultural tensions between nation-states.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**S. Gabriel**Restrictions: This course is open to juniors and seniors**Prereq: ECON-211.***ECON-349UT Advanced Topics in Economics: American Economic Utopias'***Fall. Credits: 4*

Utopian visions are historical artifacts. Arguably, in articulating a vision of the perfect life, utopian thinkers and social experimenters always tell us something important about "the anxieties and discontents amidst which they are produced" as well as deep aspirations of their place and age (H.G Wells, 1939). We'll test that argument in this course by situating a selection of nineteenth and early twentieth century American utopian communities within the contexts of their economic and social history. The course will begin with a brief survey of utopian thought by key economic thinkers and end with a work of contemporary science fiction chosen by the class.

*Applies to requirement(s): Social Sciences; Humanities**Other Attribute(s): Speaking-Intensive**L. Sullivan**Prereq: 8 credits in the department at the 200-level or above.*

Independent Research

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.*

Education (EDUC)

EDUC-205 Social Justice in Education

Fall. Credits: 4

When do we bring up issues of identity (i.e., race, class, gender, etc) 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 racism and other types of oppression have influenced lives within school communities. Topics include white privilege, white supremacy, and accountability, achievement and opportunity gaps, gender oppression, classism, and the impact of anti-oppressive pedagogies on multiple levels. Intersectionality of race and other identities will also be addressed. Essays, response papers, 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

EDUC-220 Foundations of Multicultural Education

Not Scheduled for This Year. Credits: 4

This course offers a study of the historical, theoretical, and philosophical perspectives that are the underpinnings of multiculturalism in education. Through selected readings, class discussion, and oral presentations, the course will examine the epistemological elements of race, class, culture, and gender in the classroom.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive
L. Reilly*

Prereq: PSYCH-100 or AP Psychology.

Advisory: Priority given to licensure students.

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.

Crosslisted as: PSYCH-233

Applies to requirement(s): Social Sciences

K. O'Carroll, B. Packard

Prereq: A 100-level psychology course or AP Psychology.

EDUC-263 Teaching English Learners

Fall. Credits: 4

This course addresses core competencies outlined in the Massachusetts Department of Education's Sheltered English Immersion endorsement requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of linguistically and culturally diverse learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students. All participants will have opportunities to connect theory and practice through a pre-practicum teaching placement in a local school district.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Community-Based Learning

J. Jacoby

Restrictions: This course is limited to seniors.

Instructor permission required.

Advisory: Open to all seniors who are accepted into the teacher licensure program with permission.

Notes: There is a required field experience.

EDUC-267 Children's Literature for Educators

Not Scheduled for This Year. 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.

Applies to requirement(s): Meets No Distribution Requirement

The department

Instructor permission required.

Advisory: Preference given to juniors and seniors in the teacher licensure program.

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

S. Frenette

Instructor permission required.

Advisory: Preference given to EC/ELEM/English (5-12) licensure students in the junior year.

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.

Advisory: This course is limited to seniors that have been accepted into the teacher licensure program. 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.

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' Candidate Assessment of Performance.

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 classrooms. 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. 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. All participants will have opportunities to connect theory and practice.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive

L. Mattone

Instructor permission required.

Advisory: Preference given to students accepted in the practicum year program.

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. All participants will have opportunities to connect theory and practice.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive

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. Required for all teacher candidates accepted into the middle and secondary licensure program.

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' Candidate Assessment of Performance.

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, Community-Based Learning

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.

Educational Studies (EDUST)

EDUST-215 Ideas and Ideals in Public Education

Not Scheduled for This Year. Credits: 4

Using an interdisciplinary framework, this course will examine the social, historical, legal, philosophical, economic, and political foundations of education in the United States. It is designed to engage students in an examination of the enduring questions, debates, and tensions that revolve around the institution of schooling in the U.S. Topics covered will include an examination of political ideologies that have informed past and current education reform movements, an historical perspective on access to education, and an analysis of trends in funding of public education, among others.

Applies to requirement(s): Social Sciences

The department

EDUST-250 Special Topics in Educational Studies

EDUST-250PH Special Topics in Educational Studies: 'Introduction to Sport Pedagogy'

Not Scheduled for This Year. 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

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-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-351AD Topics in Education: 'Adult Literacy'

Fall. Credits: 4

In this seminar, we will explore a number of literacy issues as they relate to the ever-present challenge of adult illiteracy. We will examine the following topics as they relate to adults with low-literacy skills: vocabulary acquisition, reading comprehension, and writing abilities. This is a Community-Based Learning course, and students will spend time each week tutoring adults in local Adult Basic Education centers to gain first-hand insights into these issues.

Crosslisted as: PSYCH-349AD

Applies to requirement(s): Social Sciences

Other Attribute(s): Community-Based Learning

K. Binder

Prereq: PSYCH-204.

EDUST-351AE Topics in Education: 'Self-Awareness in Education'

Not Scheduled for This Year. Credits: 4

Educators and policymakers 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). This course will assist future educators and policymakers in exploring social identities within their intended roles in education, whether implementing a curriculum or policy. Frameworks and theories around oppression and liberation will be used for reflection and action related to racism, classism, gender, and adultism. Students will examine contemporary issues in education on the local community and federal level, and submit a complete curriculum design or policy utilizing course-related social justice frameworks.

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

Other Attribute(s): Speaking-Intensive, Writing-Intensive

J. Matos

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in Education and/or Educational Studies, or 4 credits in Education and/or Educational Studies and 4 credits in Psychology.

EDUST-351CH Topics in Education: 'Childhood and Adolescence in the U.S. Today'

Spring. Credits: 4

This course will explore conceptualizations of childhood and adolescence in the United States today. Using both academic articles and media resources, the course will address topics such as: early education and school readiness; play and extracurricular involvement; college access and attendance; mental health, self-esteem, and social media; and youth activism. We will use developmental psychology as the lens for most of our readings and discussion, although the course will integrate concepts from sociology, history, and education. We will also examine the roles of relationships (e.g., family, teachers, and peers) and contexts (e.g., policy, schools, and culture) on youth experience.

Crosslisted as: PSYCH-337CH

Applies to requirement(s): Social Sciences

Other Attribute(s): Writing-Intensive

K. O'Carroll

Prereq: PSYCH-200 or PSYCH-204.

EDUST-351LG Seminar in Developmental Psychology: 'Language and Literacy Development in Early Childhood'

Not Scheduled for This Year. 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.

Crosslisted as: PSYCH-339LG

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.

EDUST-351SJ Topics in Education: 'Social Justice and Education'

Not Scheduled for This Year. Credits: 4

As U.S. racial group populations are on the rise, educational institutions need to prepare for racial diversity reflected in classrooms from elementary school to college. In this lab course, students will use qualitative research methods and social justice frameworks to code and analyze three distinct data sets, one collected from Puerto Rican parents in Holyoke; one from a college course on social justice; and one from pre-service teachers in public schools. Students will create posters to display their findings on the presence (or absence) of social justice in education at the end-of-semester event.

Crosslisted as: PSYCH-310SJ

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

Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive

J. Matos

Instructor permission required.

Prereq: PSYCH-204 and EDUC-205 or a multicultural perspectives course that covers race and racism.

Notes: If there are openings in the second week of pre-registration, the course may open to junior majors.

EDUST-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

English (ENGL)

ENGL-104 Academic Discourse and Multilingual Speakers

Not Scheduled for This Year. 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 language, culture, and academic convention. Past semesters' topics include: the role of education in society; the relationship between religion, culture, and nature; and family relationships across cultures. 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

The department

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

I. Day, J. Hayward-Jansen, C. Mahaffy, A. Moskowitz, K. Singer, E. Young
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-209 Writing, Reading, and Constructed Languages

Not Scheduled for This Year. Credits: 4

Languages are created by communities, shaped by each generation and passed on to the next. Constructed Languages (conlangs), in contrast, are created intentionally to serve philosophical or artistic goals. Conlangs are often seen in science fiction and fantasy genres, contributing texture to the fictional world. Constructing a language is an act of creativity, but conlangs can never be as complex as natural languages. Which aspects of language do conlangs illuminate, and which do they flatten? How do they critique or reinforce ideologies of oppression? We will approach these questions from linguistic, literary, cognitive, and sociological perspectives.

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

M. Shea

ENGL-249 Style, Voice, and Self in Academic Discourse

Fall. Credits: 4

Academic discourse (writing and speaking) is often described as impersonal and objective. Expertise, evidence, and argument are valued. Clarity and concision are expected. Individuality and creativity are rarely mentioned, but can they have a place in academic discourse? This course will explore that question while discussing the relationship between academic and public discourse, social media in academic conversations, academic ethics, and Standard English as a default language for academic communication.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Speaking-Intensive, Writing-Intensive

M. Shea

Restrictions: Course limited to sophomores, juniors and seniors

Advisory: The course is designed for students who do not identify as native speakers of English, but it is open to all students.

Writing Courses: Prose and Poetry

ENGL-201 Introduction to Creative Writing

Fall and Spring. Credits: 4

This course offers an introduction to the composition of multiple genres and modes of creative writing, which may include poetry, fiction, creative nonfiction, hybrid forms, graphic novels, and digital texts. Students will learn strategies for generating ideas, drafting, giving and receiving feedback, revising creative work, and building literary community.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

L. de Lima, A. Hong, T. Madden

Restrictions: Course limited to sophomores, juniors and seniors

ENGL-204 Poetry Writing

Not Scheduled for This Year. 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

A. Hong

Restrictions: Course limited to sophomores, juniors and seniors

ENGL-205 Playwriting

Not Scheduled for This Year. 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: FMT-240PW

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

The department

Prereq: One course in Film, Media, Theater or Theatre Arts or a creative writing English course.

Notes: Cannot be taken at the 300 level.

ENGL-219 Topics in Creative Writing**ENGL-219AT Topics in Creative Writing: 'Writing Animal Tales'***Spring. Credits: 4*

What do writings about animals reveal about their lives? How do human beings engage with mammals, fish, reptiles, and birds as food, competitors, and companions? We will explore these questions as we read works focusing on the real and imagined lives of animals from ancient fables through 21st-century novels, essays, and hybrid-genre works. Reading discussions will be followed by writing experiments designed to spark original thinking and develop facility with writing. You will gain insight into the fine and ferocious literature concerning the great and small beasts, writing creative and analytical pieces toward a final portfolio. Some classes will involve field trips to observe animals.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Hong**Prereq: ENGL-201.***ENGL-219BC Topics in Creative Writing: 'Building Literary Community'***Not Scheduled for This Year. Credits: 4*

Writing is a necessary but not sufficient condition for the creation of literature. Together, we will study and participate in various literary communities. We will investigate literary ecosystems, looking at how writing is published, circulated, and rewarded; as well as at labor conditions, ongoing inequities, and possibilities for disruption. Our class will serve as an incubator for new and existing student literary production. Students will work individually and collaboratively on projects such as writing reviews, producing broadsides or chapbooks, hosting readings, advocacy, and more. Visitors may include agents, book or journal editors, reviewers, designers, booksellers, and organizers.

*Applies to requirement(s): Meets No Distribution Requirement**A. Lawlor**Prereq: ENGL-201.**Advisory: Open to all; experience with campus literary productions welcome but not required.***ENGL-219BH Topics in Creative Writing: 'Beyond the Hero's Journey: On Indigenous Forms and Reimaginings'***Fall. Credits: 4*

In this class, we will read, discuss, and write into narrative shapes outside Freytag's Pyramid or the Western "hero's journey" with a particular emphasis on the works of Indigenous, historically marginalized, and queer writers. We will look to the traditions, modalities, political movements and artifacts of the natural world that continue to influence contemporary, decolonial, and cross-genre storytelling. Sample authors include: Elissa Washuta, No'u Revilla, Layli Long Soldier, Xavier Navarro Aquino, Kristiana Kahaukawila, Tommy Orange, and others. Throughout the semester, writers will be encouraged to interrogate the objects, animals, climates, and structural systems that inform their own lives. All genres welcome!

*Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**T. Mahealani Madden**Prereq: ENGL-201 or equivalent.***ENGL-219CH Topics in Creative Writing: 'Climate Changes Everything: Telling Stories at the End of the World As We Know It'***Not Scheduled for This Year. Credits: 4*

In this moment of climate emergency, how and why do we make meaning? What possibilities might various textual practices offer for engaging with, and positioning ourselves in relationship to, the unfathomable? If we are telling stories in the face of a radically uncertain future, who is our audience? Together, we will find ways of telling stories that help us relate to this moment, and, crucially, to each other. This is a creative writing course. Expect to encounter and create texts in many possible forms, including climate fiction, agitprop, documentary poetry, lyric essay, interactive narrative, and more.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Lawlor**Prereq: ENGL-201.***ENGL-219CP Topics in Creative Writing: 'Creative Process'***Not Scheduled for This Year. Credits: 4*

This is a space where students can explore their own creative impulses, develop ideas, and generate material. Here, we will stretch beyond the boundaries of any particular creative practice as it may be defined within disciplinary limits. We will engage in contemplative practices while using writing, movement, theater games, and time-based media in order to germinate seeds for projects – projects we might explore further and possibly complete either within or beyond the bounds of the class itself.

More importantly, we will begin to identify our own inner rhythms as makers, create patterns that support our creative process, and develop the capacity to listen deeply to what speaks to us. We will turn to makers and writers of all kinds for inspiration and guidance as we develop a vocabulary for process, including but not limited to: Judi Bari, Lynda Barry, CA Conrad, Louise Erdrich, Jozen Tamori Gibson, Alexis Pauline Gumbs, Bernadette Mayer, Dori Midnight, Pauline Oliveros, Yoko Ono & Rainer Maria Rilke.

*Crosslisted as: FMT-240CP, ARTST-280CP**Applies to requirement(s): Humanities**A. Lawlor**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: FMT-102, FMT-103, FMT-104, FMT-106, ARTST-120, or ARTST-131.**Advisory: Priority from waitlist will be given to FMT and Art Studio majors and minors but students from other arts disciplines are encouraged to enroll, space allowing.*

ENGL-219FM Topics in Creative Writing: 'Four Memoirs: Writing Through Radical Self-Inquiry'*Not Scheduled for This Year. Credits: 4*

In this class, we will read four full-length memoirs, each representing radically different structures and styles. Students will write four short memoirs mirroring the forms of these books. These "memoirs" will run between 2,000-2,500 words, and they will represent the pillars of the final grade. Memoir projects will receive instructor feedback, and will also be shared in smaller "care groups" to offer and receive feedback. Mary Oliver once wrote that "attention is the beginning of devotion." Together, we will nurture our attention to the world, and, therefore, devote ourselves to bettering it. We will nurture our sensitivities, our wonder, our awe, and identify not only who we are through rigorous self-inquiry, but what conversations we are participating in when we write, what literary traditions we perpetuate, and, perhaps most importantly, what traditions we break. Sample texts (full-length and excerpted) include Carmen Maria Machado, Alexander Chee, Barry Jenkins, Jaquira Díaz, Michelle Zauner, Saeed Jones, Natasha Trethewey, Alex Marzano-Lesnevich, Cyrus Simonoff, Yuko Tsushima, and others.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**T. Madden**Prereq: ENGL-201.***ENGL-219MT Topics in Creative Writing: 'Retelling Myth and Fairy Tale'***Not Scheduled for This Year. Credits: 4*

This course explores contemporary fiction that retells old myths and fairy tales to create new writing. We will read short stories and novels from a diversity of cultures that adapt received texts to generate new works, which often implicitly question the original tales' messages, providing feminist, racial, and/or queer correctives. Students will read these retellings as creative writers, glean techniques and approaches to write their own contemporary retellings. Everyone will give and receive critique in small groups and workshops throughout the course and revise writing for the final project.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Hong**Prereq: ENGL-201.***ENGL-219QT Topics in Creative Writing: 'Queer and Trans Writing'***Not Scheduled for This Year. Credits: 4*

What do we mean when we say "queer writing" or "trans writing"? Are we talking about creative 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.***ENGL-265 Children's and Young Adult Literature****ENGL-304 Advanced Poetry Writing***Spring. Credits: 4*

In this workshop students will have the opportunity to generate new poems, with an eye to revision, critical thinking, and longer manuscript projects. We will read and discuss work by contemporary poets and will occasionally incorporate other media – visual art, music, performance, film, work that defies genre – to learn about what we might want to do with language and poetry. Together, we will work to build a community through our reading and our work.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**The department**Prereq: ENGL-201 and 4 additional credits in English.**Notes: Repeatable.***ENGL-306 Advanced Projects in Creative Writing***Not Scheduled for This Year. Credits: 4*

This semester-long 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. Hong**Instructor permission required.**Prereq: ENGL-201 or equivalent.**Advisory: Interested students must complete an application using: this link***ENGL-361 Advanced Creative Writing Topics****ENGL-361AR Advanced Creative Writing Topics: 'Creative Writing from the Archives'***Not Scheduled for This Year. Credits: 4*

In this creative writing course, we will draw on MHC's archives of the Glascock Poetry Contest, which celebrates its 100th year in 2023. Reading the writings of past contestants and judges including Muriel Rukeyser, Marianne Moore, Sylvia Plath, James Merrill, Adrienne Rich, Audre Lorde, Marilyn Nelson, Marilyn Chin, and Maggie Nelson, we will gain insights into the evolution of American poetry over the last century and investigate how the evaluation of poems has also changed. We will view and listen to archival materials such as photographs, judges' correspondence, and audiotapes to expand our inquiry and spur new creative writing in any genre inspired by these texts and unique holdings.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Hong**Prereq: ENGL-201.*

ENGL-361CV Advanced Creative Writing Topics: 'Canny Valley: Writing from Art and Archives'*Fall. Credits: 4*

This multi-genre creative writing course focuses on generating writing inspired by the area's art and archives. The class will visit collections including Sylvia Plath's archives at Smith, the Emily Dickinson Museum, the Eric Carle Museum of Picture Book Art, and MHC's own art museum and archives. Students will learn how to work with archival materials including original manuscripts, correspondence, recordings, and photos and will create writing in any genre spurred by the art and archives they interact with. Readings will include writings on ekphrasis or writing that responds to visual art. The class will also meet with curators and archivists to discuss aspects of working in these fields.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Hong**Prereq: ENGL-201.**Advisory: Recommended preparation: At least two previous courses in creative writing.***ENGL-361HY Advanced Creative Writing Topics: 'Hybrid Genre Writing'***Not Scheduled for This Year. Credits: 4*

Students will read and discuss a diverse array of hybrid-genre works or writing that combines and coalesces two or more genres: poetry, fiction, criticism, and/or memoir. Some books will also cross media incorporating painting, photography, or film. Students will consider how drawing upon different prose, verse, and multi-media modes can complement and augment the way writers shape their personal and political stories and will complete writing, speaking, and other assignments designed to build toward a hybrid-genre work. Everyone will give and receive critique in a workshop environment, expand approaches to drafting, and revise work for the final assignment.

*Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Hong**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ENGL-201.***ENGL-361KA Advanced Creative Writing Topics: 'Korean American Feminist Poetry'***Not Scheduled for This Year. Credits: 4*

Poetry by Korean American feminist writers has burgeoned in the 21st century with new generations of poets contributing to life of American letters. Reading works by Theresa Cha, Myung Mi Kim, Don Mee Choi, Mary-Kim Arnold, and others, we will discuss how each writer evokes racial and ethnic identity and intersections with gender and other political concerns, as well as the choices each poet makes regarding form and style. Students will gain insight into a great diversity of approaches to writing poetry and will create a portfolio of their own poems based on our discussions. Most classes will involve group critique of writing; several will involve visits with our authors. All are welcome.

*Crosslisted as: GNDST-333KA**Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Hong**Prereq: ENGL-201.***ENGL-361LP Advanced Creative Writing Topics: 'Writing as Performance: Latinx and Latin American Poetry and Narrative'***Not Scheduled for This Year. Credits: 4*

This creative writing course turns to poetry and narrative that comes alive off the page. Reading work by Raquel Gutiérrez, Clarice Lispector, Jenni(f)fer Tamayo, Ricardo Bracho, and Tatiana Nascimento, among others, students will write and perform across genres while in dialogue with voices from across the Americas. To place ourselves in our bodies as well as our words, we will explore not just the innovative aesthetics taken up by writers of Latin American descent but also the politics activated in forms as varied as the butch memoir, the sissy play, the travel diary, and the sound poem. Central to our experiments will be the relationship between writing and other artistic mediums as we navigate topics such as race, colonialism, gender, sexuality, class, disability, ecology, and spirituality.

*Crosslisted as: FMT-330LP**Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**L. de Lima**Prereq: ENGL-201.***ENGL-361SW Advanced Creative Writing Topics: 'Screenwriting'***Fall. 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 advanced course will cover dialogue, characterization, plot, story arc, genre, and cinematic structure. We will analyze scenes from fictional narrative films – both short and feature length – and read the scripts that accompany these films. By the end of this course, each student will have written two original short films. In workshop style, the class will serve as practice audience for table readings of drafts and writing exercises.

*Crosslisted as: FMT-340SW**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**E. Montague, F. Telegrafí**Restrictions: Course limited to sophomores, juniors and seniors**Instructor permission required.**Prereq: 8 credits in Film, Media, Theater.**Advisory: Preference will be given to majors. Application and permission of instructor required.***ENGL-361TR Advanced Creative Writing Topics: 'Introduction to Literary Translation'***Spring. Credits: 4*

This creative writing course explores literary translation as a transformative and political practice. Throughout short writing experiments, collaborations, workshops, and a final project, we will work with a range of genres and forms in order to grasp the stakes and possibilities of translation across cultures, mediums, historical epochs, and literary styles. Reading texts by Katrina Dodson, John Keene, Don Mee Choi, and Alejandro Zambra, among others, we will build an expansive vocabulary for discussing our translation projects while keeping in mind questions of context and power. Basic skills in any second language are required.

*Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**L. de Lima**Restrictions: This course is limited to juniors only.**Prereq: Some knowledge of a foreign language required.*

Intermediate Literature Courses

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: FMT-230SK

Applies to requirement(s): Humanities

C. Mahaffy

Restrictions: Course limited to sophomores, juniors and seniors

Notes: meets English department legacy pre-1700 requirement

ENGL-213 The Literature of the Later Middle Ages

Not Scheduled for This Year. 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.

Notes: meets English department legacy pre-1700 requirement

ENGL-214 Topics in Medieval Studies

ENGL-214BE Topics in Medieval Studies: 'Beowulf, Gawain, Ishiguro: Medieval Mythmaking and the Idea of Britain'

Not Scheduled for This Year. Credits: 4

This course explores early-medieval English literature that focuses on migration, cultural and religious inter-mixing, and histories of invasion and conquest. We'll read early-English literature to study its frameworks of historiography and its imperial interests, the mythologies behind early-English identities, the culture of English learning, and the afterlives of invasion. Course readings will include modern English translations of *Beowulf*, the works of Gildas and Bede, and selections from post-Conquest history and Arthuriana. With the semester's worth of knowledge about early-English history and literary production, we'll spend the final weeks of the course reading Kazuo Ishiguro's novel *The Buried Giant*.

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive, Writing-Intensive

W. Yu

Prereq: ENGL-199 and 4 additional credits in the English department.

Notes: meets English department legacy pre-1700 requirement

ENGL-214LR Topics in Medieval Studies: 'Love and Reason in Medieval Romance'

Not Scheduled for This Year. 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 legacy pre-1700 requirement

ENGL-217 Topics in English

ENGL-217GA Topics in English: 'Global Anglophone Literature: Who Writes the World?'

Fall. Credits: 4

This course introduces the literature of the former British colonies (South Asia, Anglophone Africa, Caribbean, and Canada). Some topics under consideration are colonialism and society, postcolonial disillusionment, neoliberalism, human rights storytelling, and ecocriticism. Readings include *Wide Sargasso Sea* by Jean Rhys, *Joys of Motherhood* by Buchi Emecheta, *Maps* by Nuruddin Farah, *Nervous Conditions* by Tsitsi Dangarembga, *Krik? Krak!* by Edwidge Danticat, *The God of Small Things* by Arundhati Roy, *Anil's Ghost* by Michael Ondaatje, *The Cry of Winnie Mandela* by Njabulo Ndebele, and *Animal's People* by Indra Sinha.

Applies to requirement(s): Humanities; Multicultural Perspectives

A. Mandal

Restrictions: Course limited to sophomores, juniors and seniors

ENGL-217GE Topics in English: 'Global English: Its Written and Spoken Forms'

Spring. 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-217HA Topics in English: 'Hitchcock and After'*Fall. Credits: 4*

This course will examine the films of Alfred Hitchcock and the afterlife of Hitchcock in contemporary U.S. culture. We will analyze Hitchcock films in a variety of interpretive 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 *The Birds*, *The Man Who Knew Too Much*, *Marnie*, *North by Northwest*, *Psycho*, *Rear Window*, *Rebecca*, *Shadow of a Doubt*, *Spellbound*, *Strangers on a Train*, and *Vertigo*.

*Crosslisted as: FMT-230HA**Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors**Notes: Weekly evening screening required.***ENGL-217LX Topics in English: 'Latinx Literature in the U.S. and Beyond'***Fall. Credits: 4*

This course offers an introduction to 20th- and 21st-century Latinx literature and cultural production ranging from poetry, plays, fiction, and nonfiction to film, murals, installations, and performance art. While centering US Latinx writers and their historical contexts, we will also consider visual media and the work of authors from Brazil, Mexico, and the Dominican Republic who illuminate and challenge the idea of "latinidad." Topics to be explored include U.S. imperialism, migration, revolutionary social movements, gender and queer sexualities, religion and spirituality, racial and class formations, and aesthetic traditions such as *rasquachismo* and ritual performance. Authors and artists may include Gloria Anzaldúa, Pedro Pietri, Adão Ventura, the Young Lords, Ana Mendieta, Third World Gay Revolution, and Virginia Grise.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**L. de Lima**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-217SA Topics in English: 'South African Literature: Postapartheid and Beyond'***Spring. Credits: 4*

This course is a survey of postapartheid South African literature. In the aftermath of apartheid post-1994, South African literature has wrestled with ideas about what kind of future is livable and possible. Labeling itself as the "Rainbow Nation," South African politicians, activists, and artists (literary, visual, musical) have sought to create a democratic vision of South Africa that celebrates differences of race, culture, gender, and sexual orientation. Using 1994 as our moment of departure, this course will examine the "future" of South Africa as told through postapartheid South African fiction. Acknowledging that there are many ways to imagine the future, this course examines how portrayals of race, of gender and sexuality, and of the nation serve to construct and disrupt ideas about the future.

*Applies to requirement(s): Humanities; Multicultural Perspectives**J. Hayward-Jansen**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-217TJ Topics in English: 'Translation Theory and Practice in Jewish Literature'***Fall. Credits: 4*

This course examines translation as a mode of cultural transmission, creativity, and theoretical inquiry for Jewish literature and thought. Topics include: translation as a means of mediating access to the sacred; women's roles as readers and creators of translations; enduring debates about what may be "lost" in translation; and whether translation into "Global English" helps or hurts the survival of literatures in Yiddish, Ladino, and other minoritized languages. Students put theory into practice by reading translations of Jewish literature critically and comparatively and by producing their own translations.

*Crosslisted as: JWST-219, GRMST-231TR**Applies to requirement(s): Humanities**M. Cohen***ENGL-217TR Topics in English: 'Transgender Literature'***Fall. Credits: 4*

Transgender literature has had a significant impact on how we talk about transness (and gender) and the kinds of trans stories we are able to tell. Although trans identities may find expression in texts as early as *Metamorphoses* (Ovid), this course will look at literature from the 20th and 21st centuries. Considering a wide range of genres – novels, poetry, short stories, memoir, and young adult literature – we will think about how writers talk about their bodies, their transitions, and their histories. Drawing upon fields such as history, medicine, and social science, this course will look at trans literature as both a product of these histories and as a powerful tool for critical liberation.

*Crosslisted as: GNDST-204TA**Applies to requirement(s): Humanities; Multicultural Perspectives**J. Hayward-Jansen**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-217WP Topics in English: 'Contemporary Women Playwrights'***Spring. Credits: 4*

While women have written plays since the seventeenth century, the twentieth- and twenty-first century has witnessed a boom in women playwrights. This course will familiarize students with some of the major female playwrights of our era, such as Wendy Wasserstein, Caryl Churchill, Suzan Lori-Parks, and Ntozke Shange, as well as newer playwrights (Amy Hertzog, Katori Hall, and Young Jean-Lee). Assignments include both practice-oriented (such as developing a screen treatment or production proposal for one of the plays) and research-oriented (such as conducting in-depth research for a grant proposal), three short analytical papers, a script analysis, and in-class presentations.

*Crosslisted as: FMT-230WP**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Rodgers**Prereq: One course from: FMT-102, FMT-104, FMT-106, or ENGL-199.*

ENGL-232 Rovers, Cuckqueens, and Country Wives of All Kinds: The Queer Eighteenth Century*Not Scheduled for This Year. Credits: 4*

With the rise of the two-sex model, the eighteenth century might be seen to be a bastion of heteronormativity leading directly to Victorian cis-gender binary roles of angel in the house and the bourgeois patriarch. Yet, beginning with the Restoration's reinvention of ribald theater, this period was host to a radical array of experimentation in gender and sexuality, alongside intense play with genre (e.g., the invention of the novel). We will explore queerness in all its forms alongside consideration of how to write queer literary histories.

*Crosslisted as: GNDST-204ET**Applies to requirement(s): Humanities**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors*

Notes: This course is part of a two-semester sequence with Nonbinary Romanticism, but students are encouraged to take either course separately. Meets the department's legacy 1700-1900 requirement

ENGL-233 Nonbinary Romanticism: Genders, Sexes, and Beings in the Age of Revolution*Fall. Credits: 4*

With the onslaught of American, French, Haitian, and South American revolts and revolutions, the Atlantic world, much of Europe, and its colonial/industrial empire were thrown into a period of refiguring the concept of the raced, national, and gendered subject. This course considers what new forms of gender, sex, sexuality, and being were created, practiced, or thought, however momentarily, in this tumultuous age. Specific attention is given to conceptions of nonbinary being (of all varieties). Authors may include E. Darwin, Equiano, Wollstonecraft, Lister, M. Shelley, Byron, Jacobs.

*Crosslisted as: GNDST-204NB**Applies to requirement(s): Humanities**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors*

Notes: This course is a second part of a two-course sequence with ENGL-232, but each may be taken separately. Meets the department's legacy 1700-1900 requirement

ENGL-238 Modern Irish Literature*Not Scheduled for This Year. Credits: 4*

This course will introduce students to the literature of modern Ireland beginning with Swift, moving through the nineteenth century, examining the Irish Literary Revival and Irish modernism, and finally contemporary drama, poetry, and fiction. We will focus on Irish women writers and their literary interventions concerning colonial history, nationalism, and Unionism. We will pay particular attention to representations of Irishness, the relationship between literature and national history, and questions of violence and representation. The course will explore how the genres, styles, and forms of Irish writing are determined by the experience of colonial trauma and the imperative to imagine national identity.

*Applies to requirement(s): Humanities**A. Martin**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ENGL-199 or ENGL-200.***ENGL-240 American Literature I***Spring. 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**A. Moskowitz**Restrictions: Course limited to sophomores, juniors and seniors**Notes: Meets the department's legacy 1700-1900 requirement***ENGL-243 American Gothic***Spring. Credits: 4*

An examination of the gothic – a world of fear, haunting, claustrophobia, paranoia, and monstrosity – in U.S. literature and visual culture. Topics include race, slavery, and the gothic; gender, sexuality, and the gothic; regional gothic; the uncanny; cinematic and pictorial gothic; pandemic gothic. Authors, artists, and filmmakers may include Dunbar, Elmer, Faulkner, Gilman, Hitchcock, Jackson, Kubrick, LaValle, Lovecraft, McCullers, Morrison, O'Connor, Parks, Peele, Poe, Polanski, Romero, and Wood.

*Crosslisted as: FMT-230AG**Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: English 240 or 241 recommended***ENGL-254 Topics in African American Literature****ENGL-254EN Topics in African American Literature: 'The Early African American Novel'***Not Scheduled for This Year. Credits: 4*

This course tracks the beginnings of the African American novelistic tradition in the nineteenth century. The early African American novel had to contend with a number of other literary forms within its political and cultural context such as the slave narrative with its central claim to truth. We will consider: What is specific to the form of the novel? How does it differentiate itself from and even include other forms of writing and literature? What are the politics of the early African American novel in the era of slavery and abolition? We will examine how early novels by Black Americans imagine more emancipatory futures while also critiquing the unfreedom of the nineteenth century.

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Moskowitz**Notes: This course meets the English department's 1700-1900 requirement***ENGL-254TR Topics in African American Literature: 'Tragicomedy in Black: Humor and Horror in Black Critical Expression'***Not Scheduled for This Year. Credits: 4*

The course examines horror and comedy as genre conventions that become strained and distorted when bent to the demands of black critical expression. This course will center on themes of life and death as they are framed in black film and literature through idioms of the absurd and the ghastly. We will encounter film and writing by Ralph Ellison, Zora Neale Hurston, Chester Himes, Toni Morrison, Danielle Fuentes Morgan, Bill Gunn, Donald Glover. Students will learn how to close-read our media-saturated environment, thinking through the ways in which representation functions to condition our perception of enjoyment and terror.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Maye*

ENGL-257 Survey of African American Literature*Fall. Credits: 4*

This course surveys Black literary production with special attention to the idea of genre as a choice of form made by Black writers from the antebellum era through the present to communicate critique, effect political change, and render new worlds. Structured around debates about the genre status of Black writing, this course introduces students to slave era texts by Harriet E. Wilson, David Walker, Phillis Wheatley; 20th century works by Nella Larsen, Zora Neale Hurston, Amos Tutuola, Chester Himes, Bill Gunn, James Baldwin, Toni Cade Bambara; and contemporary work by Saidiya Hartman, Octavia Butler, Jeremy O. Harris, and Rita Dove. Reading, writing, and critical viewership will be central to the course.

*Applies to requirement(s): Humanities; Multicultural Perspectives**K. Maye***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 Choi, and Jhumpa Lahiri.

*Applies to requirement(s): Humanities; Multicultural Perspectives**I. Day**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-279 Sherlock Holmes and Interpretation***Fall. Credits: 4*

This course will explore the Sherlock Holmes stories and their various afterlives as a case study to explore the problematics of interpretation, especially literary interpretation. Some of the questions raised will concern evidence, inductive and deductive thought, applying theoretical paradigms, historical and material contexts, character and narrative, form and genre, popular culture, ideology, and the aesthetic.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**N. Alderman**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: ENGL-199 or 8 credits in English.***ENGL-280 Literary and Cultural Theory***Not Scheduled for This Year. Credits: 4*

How and why do we read literature and cultural expression? What kinds of knowledge can different cultural media offer us about ourselves and the world? This introduction to literary and cultural theory will survey later 20th- and 21st-century thought, including theorists asking questions about labor, power, ideology, subjectivity, identity, race, gender, sexuality, indigeneity, empire, colonialism, language's figurality, affect, technology, and the nonhuman. We will think about these theories as their own forms of cultural expression and as methodologies that can help us discuss and make meaning of textual, visual, and digital culture.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors***ENGL-282 Writing London: the Modern City Novel***Not Scheduled for This Year. Credits: 4*

This course will chart London's progress from the center of an empire to a node in the global world's economy, and the novel's movement from realism to postmodernism and beyond. Beginning by contrasting the London of Conan Doyle's Sherlock Holmes with that of Virginia Woolf's Mrs. Dalloway, we will then trace the development of a multiethnic city in which according to a recent report there are more than 300 languages spoken in London schools. By so doing we will also examine the history and tradition of the twentieth and twenty-first century novel and investigate its various theories, genres, and styles.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**N. Alderman**Restrictions: Course limited to sophomores, juniors and seniors***Advanced Literature Courses****ENGL-311 Chaucer: Stories & Storytellers****ENGL-311CT Chaucer: 'The Canterbury Tales'***Not Scheduled for This Year. 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 and 8 credits in the department.**Advisory: ENGL-213 or ENGL-214 strongly recommended**Notes: meets English department legacy pre-1700 requirement***ENGL-312 Shakespeare****ENGL-312TH Shakespeare: 'Thinking with Shakespeare'***Not Scheduled for This Year. Credits: 4*

A research seminar in which we will think not merely about Shakespeare but with him, engaging a variety of topics that concerned him as deeply as they do us. These include virtue, authority, nature, faith, the mind, and difference. We will read the plays and poems alongside thinkers who preceded Shakespeare and influenced his time as well as those who came after and learned from him in turn. We will encounter both established figures such as Plato, Lucretius, and Freud as well as modern critical methodologies such as new historicism, cognitive theory, and ecocriticism. Texts may include the sonnets, *Romeo and Juliet*, *As You Like It*, *Hamlet*, *Coriolanus*, and *The Winter's Tale*.

*Applies to requirement(s): Humanities**S. Roychoudhury**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits from English beyond the 100 level, including ENGL-211.**Notes: meets English department legacy pre-1700 requirement*

ENGL-321 Studies in Nineteenth-Century British Literature**ENGL-321WD Studies in Nineteenth-Century British Literature: 'William Wordsworth and George Eliot'**

Not Scheduled for This Year. 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 legacy 1700-1900 requirement

ENGL-323 Gender and Class in the Victorian Novel

Fall. Credits: 4

This course will investigate how gender and class serve as structuring principles in the development of the Victorian novel in Britain, paying attention to the ways in which the form also develops in relation to emerging ideas about sexuality, race, nation, and religion. Novelists include Bronte, Dickens, Eliot, and Gaskell and we will read examples of domestic fiction, detective fiction, social realist novels, and the Victorian gothic.

Crosslisted as: GNDST-333SS

Applies to requirement(s): Humanities

A. Martin

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in English.

Notes: meets the English department legacy 1700-1900 requirement

ENGL-325 Victorian Literature and Visual Culture

Not Scheduled for This Year. 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.

Applies to requirement(s): Humanities

A. Martin

Prereq: Take 8 credits in English.

Notes: meets the English department legacy 1700-1900 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 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: FMT-330BG

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 or Film, Media, Theater.

ENGL-338 Aesthetics of Racial Capitalism

Fall. Credits: 4

Race is the modality in which class is lived," wrote the late cultural theorist Stuart Hall. This course takes Hall's axiom as a starting point for considering the racial, gendered, and sexualized character of capitalist domination. Throughout the course students will explore both the political economy and the cultural imagery of racial capitalism. One question we will grapple with is the following: if capital itself is as imperceptible and objectively real as gravity, what are the common tropes we use to apprehend its circulation? Is it the stock market ticker tape, the shipping container, or the industrial wasteland? Drawing on writers and artists of color from around the world, we will consider ways they offer cognitive maps of the gendered and sexualized contours of racial capitalism. Authors may include Octavia Butler, Chang-rae Lee, Leslie Marmon Silko, Nana Kwame Adjei-Brenyah, and Ruth Ozeki. Visual artists may include Xu Bing, Otobong Nkanga, Allan deSouza, Rodney McMillian, Mark Bradford, Takahiro Iwasaki, Anicka Yi, and Candace Lin.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive

I. Day

Prereq: 8 credits in English or CST-200.

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 way of thinking that stretches back to the Greeks, and which emphasizes our common status as citizens of the world, urging us to value the universal as highly as the local. How are we to balance our duty to humankind broadly in relation to those nearby? How are the stories that we tell about immigration, asylum, global capital, tourism, and environmentalism involved in this conversation? This course explores the premises of cosmopolitanism in conjunction with contemporary transnational literature; 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.

ENGL-350 Studies in African American Literature**ENGL-350AB Topics in African American Literature: 'Abolition and Climate Change'**

Not Scheduled for This Year. Credits: 4

What makes change so difficult? Why do people always seem to be so apathetic to the most pressing political and social issues? In the face of climate change and racial injustice, why do so many people remain absolutely unmoved? Questions like these were central problems for the abolitionist movement in the nineteenth century, and they remain crucial issues for people today who similarly believe that another world is possible. This class will consider how the abolitionist movement was intertwined with the birth of environmentalism to understand the nature of struggle today. We will read a range of antislavery writing, nineteenth-century Black radical figures, and various critical theorists of capitalism and climate change.

Applies to requirement(s): Humanities; Multicultural Perspectives

A. Moskowicz

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: 8 credits in English.

Notes: Meets the department's legacy 1700-1900 requirement

ENGL-350AT Topics in African American Literature: 'Race and the Aesthetics of Taste'

Not Scheduled for This Year. Credits: 4

This 300-level seminar will examine race and taste in the literatures of slavery and colonialism. We will analyze taste as a mode of racial perception and a practice of racial discrimination. To do this, taste will be interpreted as a metaphor for aesthetic discernment ('you have great taste!') and at the register of gustatory perception ('what does it taste like?') to reveal that taste does not name a neutral operation of judgment; rather it names a field of interaction with the world that produces and extends social values, cultural commonsense, and racial categories. Together we will trace how subjectively experienced affects associated with the consumption of food and drink recapitulate arrangements of racial and epistemic power.

Applies to requirement(s): Humanities; Multicultural Perspectives

K. Maye

Restrictions: This course is open to juniors and seniors

ENGL-350CB Topics in African American Literature: 'Contemporary Black Memoir'

Not Scheduled for This Year. Credits: 4

This course traces the formation of the Black public intellectual in the internet age. All memoirs read in this class have been published within the last decade, and include works by luminaries such as Kiese Laymon, Trezzie McMillan Cottom, Roxane Gay, Hari Ziyad, and Da'Shaun Harrison. Students will examine the elasticity of memoir as a category, and assignments will compare and contrast authors' online personas to their published work.

Applies to requirement(s): Humanities; Multicultural Perspectives

The department

Prereq: 8 credits in English, Critical Race and Political Economy, or Africana Studies.

ENGL-362 Virginia Woolf and the Bloomsbury Group

Not Scheduled for This Year. 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.

ENGL-367 Topics in Film Studies**ENGL-367AD Topics in Film Studies: 'Adaptation: A Study in Form'**

Fall. Credits: 4

The *Oxford English Dictionary* defines "adaptation" as "the bringing of two things together so as to effect a change in the nature of the objects." Rather than studying adaptation as a project that attempts to reproduce an original work in another medium, our course considers the complex relationship between narratives and their retellings and revisions. In particular, we will focus on how such retellings permanently alter their so-called "source" material and how each incarnation of a given narrative offers us insight into and commentary upon a particular historical moment and its unique political and ideological challenges. We will also consider the ways in which literary and visual representations differ in their communicative and affective mechanisms, and challenge where we draw the line between "art," "history," and "entertainment."

Crosslisted as: FMT-330AD

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive, Writing-Intensive

A. Rodgers

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in English or in Film, Media, Theater.

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 *Full Metal Jacket*, *No Country for Old Men*, *The Big Lebowski*, *Boyz in the Hood*, *Paris is Burning*, *Fight Club*, and *Moonlight*.

Crosslisted as: FMT-330CM

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

A. Rodgers

Prereq: 8 credits in ENGL or FMT.

ENGL-367RE Topics in Film Studies: 'Revenge on Stage and Screen'*Spring. Credits: 4*

Revenge plots display an enduring popularity. We will examine plays and films that show the range of possibilities, exploring: narratives focused on gender, race, and class; the place of family in revenge plots; the "underdog" tale; the importance of religion to ideas of justice; and the way in which genre influences notions of vengeance. Films and plays include the following: Euripides' *Medea*, Shakespeare's *Hamlet*, Ji Junxiang's *The Orphan of Zhao*, Suzan-Lori Parks's *Fucking A*, Fritz Lang's *The Big Heat*, Damián Szifron's *Wild Tales*, Quentin Tarantino's *Kill Bill*, and Emerald Fennell's *Promising Young Woman*. Students will design their own final research projects.

*Crosslisted as: FMT-330RE**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**The department**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Film, Media, Theater or English.***ENGL-368 Shapeshifting Through the Nineteenth Century and Beyond***Not Scheduled for This Year. Credits: 4*

How can we change our ideas and enactments of white, Western subjectivity and being? This course contends that one transhistorical figure for such revolution is shapeshifting, and we will read examples in novels, poetry, memoir, and other nineteenth-century and contemporary media. Special attention will be paid to texts, then and now, that speak to queer/trans, disability, and critical race discourses as significant sites of resistance to Western being through bodily transformation. A substantial amount of time will be spent on individual research and methodologies.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Singer**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English.**Notes: meets English department legacy 1700-1900 requirement***ENGL-374 Hitchcock and After***Not Scheduled for This Year. 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: FMT-330HA**Applies to requirement(s): Humanities**E. Young**Prereq: 4 credits in Film, Media, Theater and 4 credits in English.***ENGL-382 Advanced Topics in English****ENGL-382AN Advanced Topics in English: 'American Animality'***Spring. Credits: 4*

This course will investigate the representation of nonhuman animals in North American literature and culture over the 200 years. Topics include: the relation of literary animals to racism; reimaginings of animals by writers of color; gender and sexuality; taxidermy and extinction; and experiments in representing animal perspectives. Substantial readings in Animal Studies, Black Studies, feminist and queer theory, environmental humanities, and other fields. Authors and artists may include Octavia Butler, Zora Neale Hurston, Jack London, Alice Munro, Eadweard Muybridge, Jordan Peele, Edgar Allan Poe, Kelly Reichardt, Marshall Saunders, Mark Twain, and Jesmyn Ward.

*Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in English.***ENGL-382EQ Advanced Topics in English: 'Equiano's Worlds: Global Abolition, Alt Humanisms, and Experimental Prose'***Fall. Credits: 4*

Olaudah Equiano is now famous for having penned the first slave narrative the same year as the French Revolution, a narrative that documented life in Africa, the horrors of Atlantic enslavement, as well as his voyages to South America, the Caribbean, and the Arctic. We will read and reread this narrative as a work of experimental prose and as a call to study of the following literary-cultural topics: the discourse of global abolition, alternatives to the Enlightenment Human in the context of enslavement, oceanic movement and global migrations, and the surfeit of experimental prose writing that sought to understand the concomitant changes in economic systems and the politics of living.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Singer**Restrictions: This course is open to juniors and seniors***ENGL-382MX Advanced Topics in English: 'I Would Prefer Not To: Marxism and Early American Literature'***Fall. Credits: 4*

This course considers how early American and African American writers have critiqued labor under capital: from the plantation, to the factory, and to the office. At its core, this course considers how slavery functions as the political unconscious of early American literary critiques of labor. Throughout the semester, we will put a range of early American literary texts in conversation with the Marxist tradition and anti-capitalist theory in order to uncover a latent leftist politics of possibility in the early American period while also exploring how early American authors were anti-capitalist theorists in their own right. Literary authors may include: Harriet Wilson, William Wells Brown, Herman Melville, and more. Marxist theoretical thinkers may include Karl Marx, Cedric Robinson, Angela Davis, and György Lukács.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**A. Moskowitz**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in English.*

ENGL-382PW Advanced Topics in English: 'Once More With Feeling: Intimacies and Affects in a Posthuman World'*Not Scheduled for This Year. 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.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**K. Singer**Restrictions: This course is open to juniors and seniors**Advisory: Prior experience with theory is helpful but not necessary.***ENGL-382QM Advanced Topics in English: 'The Queer Early Modern'***Fall. Credits: 4*

This course combines premodern texts with various related secondary readings that will enable students to better understand the way that sexuality-both normative and nonnormative-was portrayed and interpreted in Medieval Renaissance literature. As we progress through the course, we will discuss what defines queer history and histories of sexuality, how the history of sexuality in the past informs the present, and, ultimately, the ways in which we can use premodern literature to better understand ourselves today. Course texts will include *Sir Gawain and the Green Knight*, Christopher Marlowe's *Edward II*, John Lyly's *Galatea*, Shakespeare's sonnets, and the poetry of Aemilia Lanyer and Katherine Philips.

*Crosslisted as: GNDST-333QM**Applies to requirement(s): Humanities**C. Mahaffy**Restrictions: This course is open to juniors and seniors**Notes: Meets the department's legacy pre-1700 requirement***ENGL-389 Revolution and Change in the Age of Necropolitics***Not Scheduled for This Year. Credits: 4*

The "age of revolution" saw revolts in the Black Atlantic world: Americans rebelled against the British; Native Americans opposed white colonists; bourgeoisie vied for power against the aristocracy; women decried patriarchal imprisonment; Latin American creoles resisted Spanish imperialists; and slaves threw off their masters. This course considers these diverse narratives of revolution as a series of social, political, and philosophical movements to change "biopolitics" (control of life) and "necropolitics" (control via death). We will read revolutionary tracts, slave narratives, and abolitionary literature alongside critical theory to consider how these authors offer ways of living and surviving Western, racial imperialisms.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**K. Singer**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits combined in English, Critical Social Thought, history, or Africana Studies.**Notes: meets English department 1700-1900 requirement***Independent Study****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.***Courses Meeting Disciplinary Perspectives Requirements****Literary History and Period**

Code	Title	Credits
English		
ENGL-211	Shakespeare	4
ENGL-213	The Literature of the Later Middle Ages	4
ENGL-214BE	Topics in Medieval Studies: 'Beowulf, Gawain, Ishiguro: Medieval Mythmaking and the Idea of Britain'	4
ENGL-214LR	Topics in Medieval Studies: 'Love and Reason in Medieval Romance'	4
ENGL-232	Rovers, Cuckqueens, and Country Wives of All Kinds: The Queer Eighteenth Century	4
ENGL-233	Nonbinary Romanticism: Genders, Sexes, and Beings in the Age of Revolution	4
ENGL-240	American Literature I	4
ENGL-243	American Gothic	4

Race, Power, and Difference

Code	Title	Credits
English		
ENGL-217GA	Topics in English: 'Global Anglophone Literature: Who Writes the World?'	4
ENGL-217LX	Topics in English: 'Latinx Literature in the U.S. and Beyond'	4
ENGL-217SA	Topics in English: 'South African Literature: Postapartheid and Beyond'	4
ENGL-240	American Literature I	4
ENGL-254TR	Topics in African American Literature: 'Tragicomedy in Black: Humor and Horror in Black Critical Expression'	4
ENGL-257	Survey of African American Literature	4
ENGL-274	Introduction to Asian American Literature	4

Theory and Methods

Code	Title	Credits
English		
ENGL-209	Writing, Reading, and Constructed Languages	4
ENGL-219BC	Topics in Creative Writing: 'Building Literary Community'	4
ENGL-219CH	Topics in Creative Writing: 'Climate Changes Everything: Telling Stories at the End of the World As We Know It'	4

ENGL-219QT	Topics in Creative Writing: 'Queer and Trans Writing'	4
ENGL-232	Rovers, Cuckqueens, and Country Wives of All Kinds: The Queer Eighteenth Century	4
ENGL-257	Survey of African American Literature	4
ENGL-279	Sherlock Holmes and Interpretation	4
ENGL-280	Literary and Cultural Theory	4

Entrepreneurship, Organizations, and Society (EOS)

EOS Courses

EOS-231 Global Entrepreneurship

Not Scheduled for This Year. 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.

EOS-241 Business Organizations, Management, and Finance

Fall. Credits: 4

This course provides an introduction to business and organizational economics and analytics and to broad business organization topics. Solutions to business and organization challenges necessarily include technological, social, environmental, and political components, as well as financial and market components. Profitability, sustainability, and success are not so easily achieved by simple marginal pricing models. We want to learn more about this greatly expanded view of managerial decision-making through a socio-economic lens. This is not a matter of ideology; it is a very practical approach because that is now how businesses operate and function. Using this approach — models, cases, analysis, problem-solving — will also strengthen students' capacity for business analytics and consulting.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Speaking-Intensive, Writing-Intensive

R. Feldman

Prereq: ECON-110 or SOCI-123 and any EOS course.

Advisory: Students who have taken ECON-249ME or ECON-349AM managerial economics courses should not take this course.

EOS-249 Ethics in Entrepreneurship and Business

Not Scheduled for This Year. Credits: 4

This course uses the traditional approaches of moral philosophy to explore ethical challenges and obligations faced by individuals, businesses, and organizations in an increasingly complex global environment. Through consideration of philosophical theories and particular cases we explore issues such as the social roles and ethical obligations of businesses or organizations; rights and responsibilities of workers, managers, and owners; ethics in sales and marketing; and ethics in a global business environment.

Crosslisted as: PHIL-260EB

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

L. Sizer

Notes: This course is strongly recommended for students interested in participating in the International Business Ethics Case Competition.

EOS-253 Social Entrepreneurship and Impact

Fall. Credits: 4

In this course, students will learn more about opportunity recognition and assessment by being engaged in addressing major global problems as they are manifested locally or regionally. Students will work in teams to identify how these global issues appear locally (each team will select a locality) and how various populations are affected, will learn to assess the issue and situation from those stakeholders' perspectives, will explore and evaluate opportunities to create a project, action, business, social enterprise or organization that positively creates some solution to these problems and delivers a clear benefit to others.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Speaking-Intensive, Writing-Intensive

R. Feldman

Prereq: Any social science course and any EOS course.

Advisory: Students who have taken EOS-210, EOS-229, or EOS-239 should not take this course.

EOS-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

EOS-295P Independent Study with Practicum

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

EOS-299AR Topic: 'Ethics and Artificial Intelligence'

Not Scheduled for This Year. Credits: 4

Artificially intelligent technologies are prominent features of modern life — as are ethical concerns about their programming and use. In this class we will use the tools of philosophy to explore and critically evaluate ethical issues raised by current and future AI technologies. Topics may include issues of privacy and transparency in online data collection, concerns about social justice in the use of algorithms in areas like hiring and criminal justice, and the goals of developing general versus special purpose AI. We will also look at ethics for AI: the nature of AI 'minds,' the possibility of creating more ethical AI systems, and when and if AIs themselves might deserve moral rights.

Crosslisted as: PHIL-260AR, DATA-225AR

Applies to requirement(s): Humanities

L. Sizer

EOS-299LA Topic: 'Leadership in the Liberal Arts'

Not Scheduled for This Year. Credits: 4

What makes a great leader? Can we identify who should be a leader? Are leaders born or made? How does an education in the liberal arts prepare someone to become a leader? Through reading a mix of the Great Books of Western Civilization (e.g., Homer, Plato, Shakespeare) and contemporary classics in leadership studies, we will explore these and other related questions.

Applies to requirement(s): Social Sciences

Other Attribute(s): Speaking-Intensive

J. Hartley

EOS-299ND Topic: 'Individuals and Organizations'*Spring. 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.

*Crosslisted as: PSYCH-212**Applies to requirement(s): Social Sciences**B. Packard**Restrictions: Course limited to sophomores, juniors and seniors***EOS-310 Social Entrepreneurship Capstone***Spring. Credits: 4*

Project-based learning course: students bring ideas, projects, and plans to develop toward implementation. Learn about organization startup in social and environmental context. Students engage in class discussions and attend short lectures and, working individually or in teams, develop projects to an implementation stage. Results include having a well-designed solution that delivers real benefit to identified stakeholder(s).

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive**R. Feldman**Instructor permission required.**Prereq: EOS-210 or EOS-229.**Advisory: During advising week, students should email Professor Feldman with a request and brief explanation as to why they are interested.***EOS-341 Advanced Managerial Economics***Spring. Credits: 4*

This course will use an intensive case-study approach mixed with lectures, readings, and discussions. The focus is investigating the economics of management and enterprise (firms, organizations) decision-making in local/regional, national, and global settings, the intersections of economic considerations with social and political considerations, and the frameworks and tools for analyzing the behaviors and decisions of various enterprises. Class participation in the discussions is essential. Students will also develop and provide presentations of case analyses.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department**Prereq: ECON-110 plus at least one other upper-level Economics or EOS/Entrepreneurship course.***EOS-349MV Topic: 'Motivation'***Fall. Credits: 4*

In this course we will examine multiple theories of motivation and their relevance across a range of organizational settings (including corporations, special programs, and schools or colleges). How do we spark interest in a new subject or inspire people to undertake a challenging project? How do we sustain persistence in ourselves and others? This course is relevant for students interested in motivation, whether for attainment (such as within in human resources, talent development, or management) or for learning (whether for students, teachers, or leaders). Because motivation is closely linked to learning and achievement, in addition to well-being and purpose, we will also consider these topics and more.

*Crosslisted as: PSYCH-337MV**Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**B. Packard**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in psychology or entrepreneurship, organizations, and society (EOS).***EOS-349NQ Topic: 'Organizations and Inequality'***Fall. 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
Entrepreneurship, Orgs & Soc		
EOS-231	Global Entrepreneurship	4
EOS-253	Social Entrepreneurship and Impact	4
EOS-310	Social Entrepreneurship Capstone	4
EOS-349MV	Topic: 'Motivation'	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
Economics		
ECON-249ED	Topics in Economics: 'Economics of Education'	4
ECON-249HP	Topics in Economics: 'Economics of Shopping: An Introduction to Industrial Organization'	4
ECON-307	Seminar in Industrial Organization	4
ECON-326	Economics of the Digital Economy	4
ECON-349DV	Advanced Topics in Economics: 'Development Economics: A Closer Look in Africa'	4
Educational Studies		
EDUST-339EP	Seminar in Educational Studies: 'Educational Policy'	4
Entrepreneurship, Orgs & Soc		
EOS-249	Ethics in Entrepreneurship and Business	4
EOS-299AR	Topic: 'Ethics and Artificial Intelligence'	4
EOS-299LA	Topic: 'Leadership in the Liberal Arts'	4
EOS-299ND	Topic: 'Individuals and Organizations'	4
EOS-349NQ	Topic: 'Organizations and Inequality'	4
Gender Studies		
GNDST-206MA	Women and Gender in History: 'Mary Lyon's World and the History of Mount Holyoke'	4
History		
HIST-259	Mary Lyon's World and the History of Mount Holyoke	4
HIST-357	History of British Capitalism	4
Philosophy		
PHIL-260AR	Topics in Applied Philosophy: 'Ethics and Artificial Intelligence'	4
PHIL-260EB	Topics in Applied Philosophy: 'Ethics in Entrepreneurship and Business'	4
Politics		
POLIT-232	Introduction to International Political Economy	4
POLIT-248GR	Topics in Politics: 'Grassroots Democracy'	4
Psychology		
PSYCH-212	Individuals and Organizations	4
Sociology		
SOCI-216QD	Special Topics in Sociology: 'Qualitative Research and Data Analysis'	4
SOCI-316NQ	Special Topics in Sociology: 'Organizations and Inequality'	4
SOCI-316RM	Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'	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
Economics		
ECON-213	Economic Development	4
ECON-215	Economics of Corporate Finance	4
ECON-228	Political Economy	4
ECON-241	Critical Development Studies	4
ECON-306	Political Economy of Inequality	4
ECON-314	Globalization and Development	4
ECON-349EC	Advanced Topics in Economics: 'Analysis of Empire of Cotton'	4
Environmental Studies		
ENVST-210	Political Ecology	4
Geography		
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	4
GEOG-223	Development Geography	4
GEOG-313	Third World Development	4
History		
HIST-208	The Consumer Revolution: A History of Shopping	4
HIST-276	U.S. Women's History Since 1890	4
HIST-357	History of British Capitalism	4
Politics		
POLIT-252	Urban Politics	4
POLIT-267	The Politics of Finance and Financial Crises	4
POLIT-277	Dislocation: Class and Politics in the U.S.	4
POLIT-355	Race and Housing	4
POLIT-387PE	Advanced Topics in Politics: 'The 1%'	4
Sociology		
SOCI-239	How Capitalism Works: Social Class, Power, and Ideology	4
SOCI-316DG	Special Topics in Sociology: 'Sociology of Development and Globalization'	4
SOCI-316FN	Special Topics in Sociology: 'Finance, Globalization, and Inequality'	4
Spanish		
SPAN-350MG	Advanced Studies in Concepts and Practices of Power: 'Spanish Migrations'	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
Economics		
ECON-218	International Economics	4

ECON-270	Accounting	4
Entrepreneurship, Orgs & Soc		
EOS-241	Business Organizations, Management, and Finance	4
EOS-341	Advanced Managerial Economics	4

Environmental Studies (ENVST)

ENVST Courses

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

S. Cifuentes, K. Surprise

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'

Not Scheduled for This Year. 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-150PH Introductory Topics in Environmental Studies: 'Introduction to 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

G. Peltier

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 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 in this interdisciplinary field-based course.

Applies to requirement(s): Math Sciences

K. Ballantine

Restrictions: This course is limited to Environmental Studies majors.; Course limited to sophomores, juniors and seniors

Prereq: One 100-level lab science. Coreq: ENVST-200L.

Advisory: One course in statistics is recommended.

Notes: Pre-registration will open to environmental studies majors only. In the second week of pre-registration, remaining seats and waitlisting will be open to all sophomores, juniors, and seniors.

ENVST-210 Political Ecology

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-216 Global Environmental Justice

Fall. Credits: 4

From struggles for racial justice and Indigenous self-determination, to action for biodiversity conservation, many of the world's most urgent issues are also environmental justice challenges. This course will survey the theoretical questions, concepts, and perspectives on environmental justice at local and global scales. In the first part of the course, we will do a brief historical overview of the environmental justice movement and environmentalism(s), and we will discuss global contemporary issues like e-waste and food justice. In the second part of the course, we will analyze the multiple definitions and meanings that social movements and collectives give to justice. As such, we will engage with decolonial, Indigenous, eco-feminist, queer, and multispecies perspectives. Throughout the semester, students will analyze a case study of environmental (in)justice, which will culminate in a research-grounded sci-fi creative piece that represents a more just future in their chosen case.

Applies to requirement(s): Humanities; Multicultural Perspectives

S. Cifuentes

Prereq: ENVST-100 or 4 credits in humanities or social science.

ENVST-233 Topics in Environmental Studies**ENVST-233AN Topics in Environmental Studies: 'Narrating the Anthropocene'***Fall. Credits: 4*

The location of a possible "golden spike" at Crawford Lake, marking the Anthropocene's onset, further underscores the claim that we have entered a new geological epoch in which human activity is the dominant force of planetary change. Thinking beyond physical markers, this course delves into the representational strategies, challenges, and speculative dimensions of Anthropocene thinking. How does the Anthropocene (re)shape our understandings of the human, the other-than-human, and the humanities? This course explores answers to these questions by engaging with critical debates on the concept, and closely analyzing literary, cinematic, and artistic representations of the Anthropocene.

*Applies to requirement(s): Humanities**T. Tissera**Restrictions: Course limited to sophomores, juniors and seniors***ENVST-233HC Topics in Environmental Studies: 'Human Health and Climate Change'***Spring. Credits: 4*

Human health is directly and indirectly impacted by climate change. Throughout this course we will investigate the diverse human health impacts that are linked to climate change. We will ask how changes to our air quality, water quality, vector-borne disease distribution, and food production impact our health. We will examine how extreme weather events lead to changes in morbidity, mortality, and mental health conditions in communities. Through both lecture and discussion, we will critically review and evaluate our current knowledge regarding climate and human health as well as identify solutions for adapting to these changes.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**G. Peltier**Prereq: ENVST-150 or 4 credits in science.***ENVST-240 The Value of Nature***Not Scheduled for This Year. 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 or ENVST-150PH.***ENVST-241 Environmental Issues***Fall. 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-251 Research, Ethics, Justice and Campus Sustainability***Not Scheduled for This Year. Credits: 4*

The course is designed for students interested in learning about and doing qualitative research on campus sustainability. We will discuss the logic of qualitative social research and examine a range of methods, considering the specific advantages and limitations of different techniques. Students will also discuss ethical issues, including the challenges of conducting research in cross-cultural settings, reflect on our own underlying assumptions, motivations and values in research, and consider what it means to decolonize methodologies. The course is a term-based learning course in which students work in teams to conduct research on a topic of their choice related to sustainability literacy on the Mount Holyoke College campus. Students share and discuss weekly assignments in class, and then analyze and present their results.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Corson**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits of social science or humanities courses.**Advisory: Students from a variety of disciplines are welcome.***ENVST-254 The Climate Humanities, Futures, and Activism***Spring. Credits: 4*

The climate humanities are uniquely positioned to imagine, question, and promote the necessary changes for more just climate futures. Thus, this course asks, how just are climate solutions for those who will be most impacted, and for those who have contributed the least, to climate change? How can we imagine alternative modes of existence and just futures? What can we learn from diverse climate imaginaries? We will first analyze climate change and history, climate ethics, and climate fiction. Next, through post/decolonial approaches, we will examine the contradictions of some climate mitigation and adaptation mechanisms, and how they can reinforce inequalities. Lastly, we will learn about the meanings of climate justice and the perspectives of Indigenous and other marginalized communities.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**S. Cifuentes**Prereq: ENVST-100 or 4 credits of social science or humanities courses.***ENVST-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.*

ENVST-316 Restoration Ecology*Spring. 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**Restrictions: This course is open to juniors and seniors**Prereq: ENVST-200 or at least 8 credits of 200 or 300-level laboratory science.***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: This course is open to juniors and seniors***ENVST-321EQ Conference Courses in Environmental Studies: 'Food Equity and Empowerment' Change'***Fall. Credits: 4*

This course uses a critical lens to examine the conflicts around equity and justice in our food systems, from production to consumption. Using race, ethnicity, gender and socioeconomic factors as the lens through which to examine the impacts associated with how we grow and consume food, this course seeks to understand an alternative to the dominant Western narrative on food systems. As a class, we will engage with readings, discussion and actual hands-on participation with food equity issues in the Pioneer Valley, so that we can reflect on our own power and privilege in the food system and come to a more holistic understanding of the challenges within the field.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**O. Aguilar**Prereq: 8 credits in Environmental Studies or Geography including ENVST-100 or ENVST-150PH.***ENVST-321GW Conference Courses in Environmental Studies: 'Human Health and Water'***Spring. Credits: 4*

Human health, both morbidity and mortality, is directly impacted by the accessibility and availability of safe drinking water. This course will focus on the human health implications, challenges, and successes of water access, scarcity, and quality in different parts of the world. We will cover threats to water quality including water-borne diseases, inorganic contaminants, and emerging contaminants of concern as well as strategies for reducing the impacts to human health. We will also discuss the disproportionate burden of water-related diseases on children, which impacts their long-term physical and cognitive development.

*Applies to requirement(s): Math Sciences**G. Peltier**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in ENVST or science courses.***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: This course is open to juniors and seniors**Prereq: 4 credits from a related subject.*

ENVST-333 Landscape and Narrative: Finding Place, Finding Home*Not Scheduled for This Year. Credits: 4*

Different types of stories or narratives – whether myth, literature, maps, oral tradition, or scientific theory – have been created about nearly every region or environment on Earth as attempts to describe and understand that place and human connections to it. In this seminar we'll explore how braided strands of human history and natural history contribute to stories we tell of the land, and to stories we tell of ourselves in the land. We'll consider examples of how lifeways, homeplace, and identity are linked with environment or landscape. We'll also create written, visual, and/or aural narratives of our own.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**T. Farnham, L. Savoy**Instructor permission required.**Prereq: 8 credits in Environmental Studies.*

Advisory: Preference will be given to junior and senior Environmental Studies majors, but other students who meet the prerequisite of 8 credits in the department are welcome to apply. Application: <https://tinyurl.com/envst333>.

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**Restrictions: This course is open to juniors and seniors**Prereq: ENVST-200 or at least 8 credits of 200- or 300-level laboratory science.***ENVST-339 Indigenous and Decolonial Ecologies***Fall. Credits: 4*

From protesting pipelines in Standing Rock to fighting fires in Brazil, Indigenous peoples have been at the forefront of environmental struggles. But how do Indigenous peoples characterize relationships with land/territories? How do Indigenous and other marginalized groups contest colonialism when engaging with their territories, and in politics? What alternative worlds do they imagine? This course will seek to answer these questions in connection to theories, concepts, and cases focused on the Americas/Abya-Yala. It will further center Indigenous and other marginalized ways of knowing, worldviews, and lifeways, when analyzing issues like pollution, conservation, or environmental conflicts.

*Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**S. Cifuentes**Prereq: 8 credits in the department or in humanities or social science at the 200-level or above.***ENVST-342 Living in the Anthropocene: Development, Technology, Futures***Not Scheduled for This Year. 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 geoengineering/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: This course is open to juniors and seniors***ENVST-346 Global Environmental Politics Governance***Fall. Credits: 4*

This course is an interdisciplinary advanced seminar for students interested in learning about global environmental governance and inequality. We review the major theories about the intertwined challenges of poverty and environmental degradation, explore how legacies of colonialism persist, and examine how actors from nation states to Indigenous Peoples influence official state negotiations. Finally, we explore how advanced technologies like artificial intelligence and environmental sensor networks, and novel financial instruments, such as cryptocurrencies and nature-based video games, are changing conservation. As a curriculum-to-career course, there is strong emphasis on research, writing and speaking skills needed to advocate for environmental sustainability and social justice.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**C. Corson**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in Environmental Studies or social science courses.***ENVST-347 Environmental Geopolitics and Security***Spring. Credits: 4*

Food insecurity, warfare, disasters, energy, climate crises: how are environments enrolled in and entangled with questions of power, security, and geopolitical strategy? This course will explore relationships between population, resources, and scarcity, starting from the premise that scarcity is more often manufactured to maintain power than it is a "natural" condition. We examine the weaponization of environments in modern warfare, relationships between racism, pollution, (in)security and slow violence, the ways that climate change is being militarized and securitized and energy transitions are raising new questions of geopolitical power. We conclude with perspectives on rethinking security.

*Applies to requirement(s): Social Sciences**K. Surprise**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in humanities or social science.*

ENVST-390 Senior Seminar in Environmental Studies*Spring. 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.; This course is open to juniors and seniors***ENVST-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

Code	Title	Credits
Anthropology		
ANTHR-316CA	Special Topics in Anthropology: 'Carbon Christianity'	4
ANTHR-316MT	Special Topics in Anthropology: 'Multispecies Ethnography: 'Across Humans, Animals, and Plants'	4
Critical Race & Political Econ		
CRPE-239	Latina/o/x Urbanism	4
Economics		
ECON-219	Environmental Economics	4
ECON-319	Environmental Economics, Ecology and Conservation Policy	4
Environmental Studies		
ENVST-210	Political Ecology	4
ENVST-241	Environmental Issues	4
ENVST-251	Research, Ethics, Justice and Campus Sustainability	4
ENVST-321CP	Conference Courses in Environmental Studies: 'Political Economy of the Environment: Capitalism and Climate Change'	4
ENVST-321EQ	Conference Courses in Environmental Studies: 'Food Equity and Empowerment' Change'	4
ENVST-321TX	Conference Courses in Environmental Studies: 'Toxic Entanglements: Environmental (In)Justice in the United States'	4
ENVST-342	Living in the Anthropocene: Development, Technology, Futures	4
ENVST-346	Global Environmental Politics Governance	4
ENVST-347	Environmental Geopolitics and Security	4
Geography		
GEOG-204	Human Dimensions of Environmental Change	4
GEOG-206	Political Geography	4
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	4
GEOG-210	GIS for the Social Sciences and Humanities	4
GEOG-304UP	Planning and the Environment: 'Urban Planning'	4
GEOG-313	Third World Development	4

GEOG-314	China in the Global South	4
GEOG-331	Water, People, and Politics in the Anthropocene	4

Film, Media, Theater (FMT)

FMT-102 Introduction to Film Studies

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

B. Ballina, A. Rodgers

Restrictions: This course is limited to first-years and sophomores.

FMT-103 Talking Pictures: An Introduction to Film

Spring. 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: *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-104

Applies to requirement(s): Humanities

P. Staiti

FMT-104 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.

Applies to requirement(s): Humanities; Multicultural Perspectives

L. Cornfield

FMT-106 Introduction to Theater

Fall and Spring. Credits: 4

This course offers the student a study and practice of theater 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 theater productions both on and off campus and by staging students' own theatrical projects.

Applies to requirement(s): Humanities

M. Ofori

FMT-121 Acting I

Fall and Spring. Credits: 4

This course will focus on basic techniques in realistic acting. Students will be introduced to the seminal work of Stanislavski and engage through concentration, relaxation, objective/action, and beats/scene analysis. Each student will apply these concepts to different texts.

Applies to requirement(s): Humanities

The department

FMT-131 Costume Construction I

Not Scheduled for This Year. Credits: 4

This course takes students through the theatrical process of creating clothing and accessories for the stage. Topics covered are hand- and machine-sewing techniques, working from commercial patterns and basic pattern drafting.

Applies to requirement(s): Meets No Distribution Requirement

J. Glick

Notes: materials fee \$50

FMT-132 Lighting Design I

Fall. Credits: 4

An introduction to the art and practice of lighting design for the theater. 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

A. Schneider

FMT-133 Fundamentals of Lighting and Sound Design

Not Scheduled for This Year. Credits: 4

A starting point to the art and practice of lighting and sound design for the theater. 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 12 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 Theater Department main stage productions.

Applies to requirement(s): Humanities

The department

Prereq: 4 credits in the department.

Notes: lab

FMT-137 Fundamentals of Technical Theater

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 theater. Students will learn the skills to work in the scene shop interpreting scenic designs for department productions.

Applies to requirement(s): Humanities

N. Lee

Notes: lab; \$50 materials fee. Theater tickets and any design supplies are the responsibility of the student

FMT-230 Intermediate Courses in History and Theory**FMT-230AG Intermediate Courses in History and Theory: 'American Gothic'**

Not Scheduled for This Year. Credits: 4

An examination of the gothic – a world of fear, haunting, claustrophobia, paranoia, and monstrosity – in U.S. literature and visual culture. Topics include race, slavery, and the gothic; gender, sexuality, and the gothic; regional gothic; the uncanny; cinematic and pictorial gothic; pandemic gothic. Authors, artists, and filmmakers may include Dunbar, Elmer, Faulkner, Gilman, Hitchcock, Jackson, Kubrick, LaValle, Lovecraft, McCullers, Morrison, O'Connor, Parks, Peele, Poe, Polanski, Romero, 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

FMT-230BC Intermediate Courses in History and Theory: 'Bollywood: A Cinema of Interruptions'

Spring. Credits: 4

Indian popular cinema, known commonly as Bollywood, is usually understood to have weak storylines, interrupted by overblown spectacles and distracting dance numbers. The course explores the narrative structure of Bollywood as what scholar Lalitha Gopalan calls a "constellation of interruptions". We will learn to see Bollywood historically, as a cultural form that brings India's visual and performative traditions into a unique cinematic configuration. We will analyze a selection of feature films, read scholarly articles, participate in debates, write guided assignments, and pursue independent research papers in order to understand Bollywood's uniqueness in relation to world cinema.

Crosslisted as: ARTH-290BC

Applies to requirement(s): Humanities; Multicultural Perspectives

A. Sinha

Restrictions: Course limited to sophomores, juniors and seniors

FMT-230CC Intermediate Courses in History and Theory: 'Cinema and the City'

Not Scheduled for This Year. 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

The department

Prereq: One of the following: FMT-102, FMT-103 (ARTH-104), FMT-230CN,

FLMST-201, FLMST-202, or FLMST-203.

FMT-230CM Intermediate Courses in History and Theory: 'Children's Media'

Spring. Credits: 4

This course considers a wide range of media for children and young adults, from precinematic devices like the phenakistiscope and flip books to computer games and graphic novels. Screenings will include Disney, Pixar, and anime films as well as various children's television series. What do children's media reveal about the way children are conceptualized, and what do they suggest about the values a society wishes to instill and replicate in the next generation? How do these media help children learn about and navigate geopolitical, environmental, and social issues? How have discourses around children's media and children's access to media served as barometers of larger ideological battles?

Applies to requirement(s): Humanities

H. Goodwin

Prereq: 4 credits in FMT.

FMT-230CN Intermediate Courses in History and Theory: '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 cinema through some of its most influential films. We address the revolutionary styles of agit-prop, Neo-Realism and Third Cinema, as well as Hollywood-style melodrama. The course also familiarizes students with the basic terminology, concepts and approaches of film studies.

Crosslisted as: SPAN-240CN

Applies to requirement(s): Humanities; Multicultural Perspectives

J. Crumbaugh

Prereq: SPAN-212 or native fluency in Spanish.

Notes: Taught in Spanish.

FMT-230CW Intermediate Courses in History and Theory: '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

FMT-230DC Intermediate Courses in History and Theory: 'Documentary'
Not Scheduled for This Year. Credits: 4

This course examines the history and theory of documentary in film and media. We consider a wide range of documentary forms, from early 20th century educational films and WWII propaganda films to cinéma vérité and contemporary documentary. In the last several weeks of the course we will turn to current popular media that draw on documentary conventions, including reality TV, true crime media, podcasts, and TikTok videos. Along the way we address questions of: the relationship between truth, reality, and representation; the ethics of documentary practices; and the roles of documentary in shaping memory, historical narratives, and identity at scales from individual to national.

Applies to requirement(s): Humanities

H. Goodwin

Prereq: 4 credits in FMT.

FMT-230HA Intermediate Courses in History and Theory: 'Hitchcock and After'

Fall. Credits: 4

This course will examine the films of Alfred Hitchcock and the afterlife of Hitchcock in contemporary U.S. culture. We will analyze Hitchcock films in a variety of interpretive 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 *The Birds*, *The Man Who Knew Too Much*, *Marnie*, *North by Northwest*, *Psycho*, *Rear Window*, *Rebecca*, *Shadow of a Doubt*, *Spellbound*, *Strangers on a Train*, and *Vertigo*.

Crosslisted as: ENGL-217HA

Applies to requirement(s): Humanities

E. Young

Restrictions: Course limited to sophomores, juniors and seniors

Notes: Weekly evening screening required.

FMT-230HP Intermediate Courses in History and Theory: '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 theater 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

The department

FMT-230HR Intermediate Courses in History and Theory: '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

The department

FMT-230LA Intermediate Courses in History and Theory: 'Latin American Film History'

Fall. Credits: 4

This course offers an overview of the history of sound cinema in Latin America, from its Golden Age to the contemporary period. We address key cinematic movements and aesthetic traditions, including Golden Age Mexican Cinema, Cinema Novo, Third Cinema, and New Latin American Cinema. The course also explores significant political, cultural, and economic changes that have altered the Latin American cinematic landscape in recent decades.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

B. Ballina

FMT-230LX Intermediate Courses in History and Theory: 'Latinx Media'

Spring. Credits: 4

This course explores the recent history of Latinx media production and representation in the United States, linking the varying meanings of Latinidad to critical shifts in US and Latin American media landscapes. The course highlights vital exchanges across national and linguistic markets which inform the production of media by and about Latinxs.

Applies to requirement(s): Humanities; Multicultural Perspectives

B. Ballina

FMT-230MA Intermediate Courses in History and Theory: 'Music and Animation'

Not Scheduled for This Year. Credits: 4

This course offers a critical introductory survey of music and animation from the silent era to the digital age. After establishing a joint vocabulary for describing music and animated film, we will explore their interaction in shorts and feature films by studios like Disney, Pixar, and Ghibli, television shows, video games, music videos, and experimental animation. Our focus will be on audio-visual media that thematizes music, such as the Silly Symphonies short "Music Land," Hayao Miyazaki's "Mimi wo Sumaseba" (Whisper of the Heart), and the video game Guitar Hero. Final projects can range from critical-analytical papers and video essays to original audio-visual creative work.

Crosslisted as: MUSIC-222

Applies to requirement(s): Humanities

A. Mueller

Prereq: At least one 4-credit course in Music, or one 4-credit course in Film Media Theater.

FMT-230MU Intermediate Courses in History and Theory: '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/Film, Media, Theater course.

FMT-230MV Intermediate Courses in History and Theory: 'Media and Surveillance'

Not Scheduled for This Year. 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

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: 4 credits in FMT.

FMT-230NC Intermediate Courses in History and Theory: 'Social Media: Networked Cultures'

Not Scheduled for This Year. Credits: 4

Social media connects communities, informs 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 the Arab Spring to the viral spread of fake news around the 2016 US election. While social media connects 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

FMT-230PN Intermediate Courses in History and Theory: 'Spanish Cinema'

Fall. Credits: 4

This course offers a broad introduction to the history, politics and aesthetics of Spanish cinema through its most iconic films. We address the innovations of surrealism, neo-realism, and postmodernism as well as Hollywood-style commercial genres. The course also familiarizes students with the basic terminology, concepts and approaches of film studies in Spanish. Pedro Almodóvar, Luis Buñuel, Isabel Coixet and other directors included.

Crosslisted as: SPAN-240PN

Applies to requirement(s): Humanities; Language

Other Attribute(s): Speaking-Intensive, Writing-Intensive

J. Crumbaugh

Prereq: SPAN-212.

Notes: Taught in Spanish.

FMT-230PR Intermediate Courses in History and Theory: '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 African performance practices, including the organization of ensembles, the role of dance, musical storytelling, and operatic forms. The course will then feature rehearsals and class visits by professional vocalists and African drummers, followed by an ethnographic reflection. The course will culminate in a public performance of an African opera by students and professional musicians at Chapin Auditorium, Mount Holyoke College. The opera to be performed this semester is a newly composed work titled *Funmilayo*. It focuses on the life of Funmilayo Ransome-Kuti (1900-1978), a Nigerian pioneer activist who, in the 1940s, campaigned against British colonial rule and resisted the marginalization of women in local government administration. The practical sessions will allow students to reflect on the theoretical and cultural issues examined earlier in the semester and gain practical knowledge of the African operatic tradition.

Crosslisted as: MUSIC-228

Applies to requirement(s): Humanities; Multicultural Perspectives

B. Omojola

Notes: The performance will be accompanied by the Mount Holyoke Symphony Orchestra conducted by Professor Ng Tian Hui.

FMT-230SK Intermediate Courses in History and Theory: '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

The department

Restrictions: Course limited to sophomores, juniors and seniors

FMT-230TV Intermediate Courses in History and Theory: 'History of U.S. Television'*Fall. Credits: 4*

This course traces the history of television in the United States from its invention to the present, including how U.S.-based television has circulated globally. In addition to looking at how the medium was developed and regulated as a technology, we will analyze the aesthetic and thematic content of television across the medium's history and within particular genres (sitcom, drama, reality, etc.), exploring how television has represented aspects of U.S. society including race, gender, sexuality, and socioeconomic class. We will give particular attention to how television has reflected and influenced moments of political and social change, including the Civil Rights Movement, the Vietnam War, and 9/11. Students will conduct historical research and produce written and audiovisual content presenting their work.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**H. Goodwin**Prereq: 4 credits in the department.***FMT-230WF Intermediate Courses in History and Theory: 'Global Film and Media After 1960'***Spring. Credits: 4*

This course examines films and topics central to the study of global cinema since 1960. We will begin with the New Waves of France, Italy, England, and Japan, and Direct Cinema of the '60s and '70s in the U.S. We will explore films of Third Cinema in Latin America, Asia and Africa in the late '60s and '70s, and examine films of New Zealand and Australia from the '70s to the current moment, with an emphasis on stories that center indigenous peoples. We also will focus on significant film movements of the last three decades, such as New Queer Cinema in the U.S. and New Cinema of East and Southeast Asia. Analysis will focus on formal and stylistic techniques within a political and social context.

*Applies to requirement(s): Humanities; Multicultural Perspectives**B. Ballina, F. Telegrafi**Prereq: One of the following: FMT-102, FMT-103, FMT-230CN, FLMST-201, FLMST-202, or FLMST-203.**Notes: There are film screenings for this course.***FMT-230WP Intermediate Courses in History and Theory: 'Contemporary Women Playwrights'***Spring. Credits: 4*

While women have written plays since the seventeenth century, the twentieth- and twenty-first century has witnessed a boom in women playwrights. This course will familiarize students with some of the major female playwrights of our era, such as Wendy Wasserstein, Caryl Churchill, Suzan Lori-Parks, and Ntozke Shange, as well as newer playwrights (Amy Hertzog, Katori Hall, and Young Jean-Lee). Assignments include both practice-oriented (such as developing a screen treatment or production proposal for one of the plays) and research-oriented (such as conducting in-depth research for a grant proposal), three short analytical papers, a script analysis, and in-class presentations.

*Crosslisted as: ENGL-217WP**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Rodgers**Prereq: One course from: FMT-102, FMT-104, FMT-106, or ENGL-199.***FMT-240 Intermediate Courses in Production and Practice****FMT-240AD Intermediate Courses in Production and Practice: 'Audio Storytelling'***Spring. Credits: 4*

Audio storytelling is an art form that enables you to communicate effectively with an audience. In this course, you will learn how to produce audio stories with a strong narrative and compelling characters. Students will practice pitching story ideas, scripting and reporting, develop interviewing skills, field recording techniques and learn the fundamentals of multi-track audio production software during in-class tech labs. In addition, students will perform listening exercises, readings, and have the opportunity to participate in seminar discussions and feedback sessions.

*Applies to requirement(s): Humanities**F. Telegrafi**Prereq: FMT-102 and FMT-104.***FMT-240AT Intermediate Courses in Production and Practice: 'Acting II'***Fall. 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**The department**Prereq: FMT-121.***FMT-240AU Intermediate Courses in Production and Practice: 'Audition Techniques'***Not Scheduled for This Year. Credits: 4*

The purpose of this course is to prepare students for the challenges that accompany auditioning for film and theater. During the semester students will be asked to work on a series of monologues (between four and six) that range from classical to contemporary in style. Time will also be spent on cold readings, taped auditions, resume and headshot workshops, and singing auditions. The pace will be brisk and students will be required to perform or present material almost every week.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**N. Tuleja**Prereq: FMT-121.***FMT-240CD Intermediate Courses in Production and Practice: 'Costume Design'***Fall. Credits: 4*

An introduction to the art and work of the costume designer in the performing arts. Students will learn how a costume designer analyzes a script, approaches research, renders costume sketches, and helps to shape a production.

*Applies to requirement(s): Humanities**J. Glick**Notes: Lab; \$50 materials fee. Any additional design supplies and materials are the responsibility of the student.*

FMT-240CM Intermediate Courses in Production and Practice: 'Stage Combat'

Not Scheduled for This Year. Credits: 4

The purpose of this course is to help the actor discover a full awareness of their body so it can be used as an effective tool in creating and performing stage combat. Through a series of classroom exercises and performances this course will focus on giving students a strong foundation in stage combat techniques, including basic martial training, unarmed combat, quarterstaff, and sword and dagger/shield work. 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

Instructor permission required.

Prereq: FMT-121 or FMT-106.

FMT-240CP Intermediate Courses in Production and Practice: 'Creative Process'

Not Scheduled for This Year. Credits: 4

This is a space where students can explore their own creative impulses, develop ideas, and generate material. Here, we will stretch beyond the boundaries of any particular creative practice as it may be defined within disciplinary limits. We will engage in contemplative practices while using writing, movement, theater games, and time-based media in order to germinate seeds for projects – projects we might explore further and possibly complete either within or beyond the bounds of the class itself. More importantly, we will begin to identify our own inner rhythms as makers, create patterns that support our creative process, and develop the capacity to listen deeply to what speaks to us. We will turn to makers and writers of all kinds for inspiration and guidance as we develop a vocabulary for process, including but not limited to: Judi Bari, Lynda Barry, CA Conrad, Louise Erdrich, Jozen Tamori Gibson, Alexis Pauline Gumbs, Bernadette Mayer, Dori Midnight, Pauline Oliveros, Yoko Ono and Rainer Maria Rilke.

Crosslisted as: ARTST-280CP, ENGL-219CP

Applies to requirement(s): Humanities

The department

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: FMT-102, FMT-103, FMT-104, FMT-106, ARTST-120, or ARTST-131.

Advisory: Priority from waitlist will be given to FMT and Art Studio majors and minors but students from other arts disciplines are encouraged to enroll, space allowing.

FMT-240CT Intermediate Courses in Production and Practice: 'Costume Construction II'

Spring. Credits: 4

This course builds upon the skills from Costume Construction I and develops skills in pattern drafting, draping, and costume crafts.

Applies to requirement(s): Meets No Distribution Requirement

J. Glick

Prereq: FMT-131.

Notes: materials fee \$50

FMT-240DA Intermediate Courses in Production and Practice: 'Drafting'

Not Scheduled for This Year. Credits: 4

Introduction to the fundamentals of theatrical/production drafting. We will cover basic techniques, tools and approaches to communicating three-dimensional objects in a two-dimensional language including orthographic projections, ground plans, and sections. Course will begin with basic hand drafting tools and techniques before moving into an introduction to computer-aided drafting (CAD) using Vectorworks.

Applies to requirement(s): Meets No Distribution Requirement

N. Lee

Prereq: 4 credits in Film, Media, Theater.

Notes: \$50 course material fee.

FMT-240DF Intermediate Courses in Production and Practice: 'Costume Design for Stage and Film'

Spring. Credits: 4

This course introduces students to the history, art, and techniques of designing costumes for stage and narrative film. Students will learn how a designer approaches a script, how the designer's work supports the actors' and the director's vision and how it illuminates a production for the audience. Students will have the opportunity to develop their visual imaginations through the creation of designs for stage and film scripts. They will engage in play analysis, research, collaborative discussion, sketching, drawing, rendering, and other related techniques and methodologies.

Crosslisted as: ARTST-226DF

Applies to requirement(s): Humanities

V. James

Advisory: Some drawing and painting skills along with an interest in costume history are recommended but not required.

FMT-240DR Intermediate Courses in Production and Practice: 'Directing'

Fall. 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: FMT-106 or FMT-121.

FMT-240EV Intermediate Courses in Production and Practice: 'Experimental Video: Theory and Practice'*Not Scheduled for This Year. Credits: 4*

This production course grounds practice in theory and history. It will introduce students to canonical and contemporary works from avant-garde cinema while engaging them in experimental filmmaking concepts, aesthetics, and practices. Through lectures and screenings, students will be exposed to groundbreaking filmmakers and analyze their works. These will serve to inform and inspire students' own film projects which will cover a range of experimental film approaches including archival and found footage, structural, surrealist, and poetic. This course is open to students with any level of video production experience, including those new to the practice. Students taking this course will gain experience in planning, shooting and editing their work using DSLR cameras and the option of cell phones

*Applies to requirement(s): Humanities**F. Telegrafi**Instructor permission required.**Prereq: FMT-102, FMT-104, ARTST-131, or ARTST-142 and permission of instructor.**Advisory: Students must request permission using the application form.***FMT-240MH Intermediate Courses in Production and Practice: 'Stage Makeup and Hair'***Not Scheduled for This Year. Credits: 4*

Using basic painting and three-dimensional techniques, students will learn the fundamentals of stage and film makeup design and application. Included in the course are units on enhancement makeup, aging techniques, realistic and fantasy character makeup, facial prosthetics, hair, and facial hair. Along with learning the fundamentals of makeup and hair design, students will be exposed to designing for a variety of hair textures and skin tones. This class is geared to those who are interested in pursuing makeup and hair design and for guiding performers with their own application.

*Applies to requirement(s): Humanities**J. Glick**Prereq: 4 credits in the department.**Notes: Students will be responsible for the purchase of a student makeup kit, the list of materials will be provided the first week of classes.***FMT-240PE Intermediate Courses in Production and Practice: 'African Performance Aesthetics'***Spring. Credits: 4*

This class explores African approaches to performance, premised on the interdisciplinarity of theater in many African societies. We take our inspiration from centuries of apprentice-style artist training in some indigenous West African societies. The evolution of oral and popular performance traditions into literary theater has also necessitated a similar trend in the training of the modern actor. The primary object of this class is to be able to embody a plethora of idiomatic expressions. Thus, we will move to the energy of the drums, we will train the ears to transmit the complex musicality of several sonic elements and raise our voices in song and apply them in scene explorations. Ultimately, we intend to unlock new ways of using our minds, bodies, and voices as conduits of exciting storytelling.

*Applies to requirement(s): Humanities; Multicultural Perspectives**M. Ofori***FMT-240PW Intermediate Courses in Production and Practice: '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 theater, 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**The department**Prereq: One course in Film, Media, Theater, or Theater Arts, or a creative writing English course.**Notes: Cannot be taken at the 300 level.***FMT-240SD Intermediate Courses in Production and Practice: 'Scene Design for Theater and Film'***Fall. Credits: 4*

The purpose of this course is to introduce the history, art, and techniques of designing sets for theater and film. Students will learn how sets have been created in the past, how a designer approaches a script, how a designer's work supports the director's vision, how it illuminates a production for the audience, and what methods and techniques are used in the execution of the process. Students will have the opportunity to exercise their visual imaginations, through the creation of designs for a script. They will engage in script analysis, research, collaborative discussion, sketching, technical drawing, model building, and related techniques and methodologies.

*Crosslisted as: ARCH-203**Applies to requirement(s): Humanities**V. James**Notes: Lab; \$50 materials fee. Any additional design supplies and materials are the responsibility of the student.***FMT-240SG Intermediate Courses in Production and Practice: 'Stage Management'***Fall. 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**N. Lee**Prereq: FMT-106 (or THEAT-100).**Notes: Theater tickets, supplies, and materials are the responsibility of the student.*

FMT-240SP Intermediate Courses in Production And Practice: 'solo Performance: Live Art to Livestream'

Not Scheduled for This Year. Credits: 4

This course traces solo performance traditions from the stages of Off-Broadway theaters in the 1960s through digital platforms such as Twitch and TikTok today. Across this history, we will explore how artists under-represented in mainstream theater and media, including people of color, women, queer and trans people, have pioneered experimental performance sites and storytelling practices. The course will combine critical analysis of key works in media and performance history with hands-on experimentation in both live and digital forms of solo performance.

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive

L. Cornfeld

Prereq: FMT-102, FMT-103, FMT-104, or FMT-106.

FMT-240VE Intermediate Courses in Production and Practice: 'Video Editing'

Spring. Credits: 4

This hands-on course will explore creative video editing practice and modes through the production of several short projects, revisions, group screenings and feedback sessions. While this is primarily a production course, we will learn about the history of the craft, read iconic texts, and view selected films to help inform our process and understanding of editing.

Applies to requirement(s): Humanities

F. Telegrafi

Instructor permission required.

Prereq: FMT-102.

Advisory: Students must request permission using the application form.

FMT-240VP Intermediate Courses in Production and Practice: 'Fundamentals of Video Production'

Fall and Spring. 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

E. Montague, F. Telegrafi

Instructor permission required.

Prereq: FMT-102 or FMT-103.

Advisory: Application and permission of instructor required. Application is found here: <https://forms.gle/8NNAHqjQw8jHNTFQA>

Notes: A lab fee may be charged

FMT-282 Theater Practicum

Fall and Spring. Credits: 1 - 4

Fall 2024 Productions: The Addams Family (section 01) and Short Play Festival (section 02).

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

M. Ofori, N. Tuleja

Instructor permission required.

Advisory: by audition or interview only

Notes: Repeatable for credit. Meets Humanities requirement if taken for 4 credits.

FMT-284 Theater 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

J. Glick

Instructor permission required.

Notes: Repeatable. Contact Costume Shop Manager for specific dates and times.

FMT-286 Theater 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

N. Lee

Instructor permission required.

Notes: Repeatable.

FMT-288 Theater 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**N. Lee**Instructor permission required.**Notes: Repeatable.***FMT-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***FMT-330 Advanced Courses in History and Theory****FMT-330AD Advanced Courses in History and Theory: 'Adaptation: A Study in Form'***Fall. Credits: 4*

The *Oxford English Dictionary* defines "adaptation" as "the bringing of two things together so as to effect a change in the nature of the objects."

Rather than studying adaptation as a project that attempts to reproduce an original work in another medium, our course considers the complex relationship between narratives and their retellings and revisions. In particular, we will focus on how such retellings permanently alter their so-called "source" material and how each incarnation of a given narrative offers us insight into and commentary upon a particular historical moment and its unique political and ideological challenges. We will also consider the ways in which literary and visual representations differ in their communicative and affective mechanisms, and challenge where we draw the line between "art," "history," and "entertainment."

*Crosslisted as: ENGL-367AD**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Rodgers**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in English or in Film, Media, Theater.***FMT-330AT Advanced Courses in History and Theory: 'African Theater'***Not Scheduled for This Year. Credits: 4*

This course introduces the oral traditions, important playwrights, and aesthetic innovations in postcolonial literary theater in some African societies. The oral theater 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 theater. 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.

*Applies to requirement(s): Humanities; Multicultural Perspectives**M. Ofori**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Film, Media, Theater or Africana Studies.***FMT-330BG Advanced Courses in History and Theory: 'Beyond Geishas and Kung Fu Masters'***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 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 or Film, Media, Theater.***FMT-330CM Advanced Courses in History and Theory: '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 *Full Metal Jacket*, *No Country for Old Men*, *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**Prereq: 8 credits in English or FMT.***FMT-330EA Advanced Courses in History and Theory: 'Envisioning Apocalypse'***Spring. Credits: 4*

With ever more dire news about our planetary future hitting the headlines regularly, what better time to look at how human beings past and present have envisioned the demise of the earth or our species? In this course we will study representations of apocalyptic futures from illuminated manuscripts, from illustrated poetry, and from science fiction films that waver between hope for escape and doomsday scenarios. Along the way we will also take seriously nonfiction representations of global crises, analyzing how phenomena like climate change and galactic collision are represented across media forms, including infographics, visual models, digital memes, and documentary films

*Applies to requirement(s): Humanities**H. Goodwin**Restrictions: This course is open to juniors and seniors**Prereq: FMT-102 (or FLMST-201) or FMT-104 (or FLMST-220MD).*

FMT-330HA Advanced Courses in History and Theory: 'Hitchcock and After'

Not Scheduled for This Year. 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, Media, Theater and 4 credits in English.

FMT-330LP Advanced Courses in History and Theory: "Writing as Performance: Latinx and Latin American Poetry and Narrative"

Spring. Credits: 4

This creative writing course turns to poetry and narrative that comes alive off the page. Reading work by Raquel Gutiérrez, Clarice Lispector, Jenni(f)fer Tamayo, Ricardo Bracho, and Tatiana Nascimento, among others, students will write and perform across genres while in dialogue with voices from across the Americas. To place ourselves in our bodies as well as our words, we will explore not just the innovative aesthetics taken up by writers of Latin American descent but also the politics activated in forms as varied as the butch memoir, the sissy play, the travel diary, and the sound poem. Central to our experiments will be the relationship between writing and other artistic mediums as we navigate topics such as race, colonialism, gender, sexuality, class, disability, ecology, and spirituality.

Crosslisted as: ENGL-361LP

Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

L. de Lima

Prereq: ENGL-201.

FMT-330MA Advanced Courses in History and Theory: 'Music and Animation'

Not Scheduled for This Year. Credits: 4

An in-depth exploration of music and animation from the silent era to the digital age. We will draw on film-music theoretical and critical approaches to analyzing the interaction of music and image in shorts and feature films by studios like Warner Brothers, Disney, Pixar, and Ghibli, television shows, video games, music videos, and experimental animation. Our focus will be on audio-visual media that thematizes music and music-making, from Visual Music and Silly Symphonies to Mamoru Hosoda's *Belle* and the video game *Guitar Hero*. Final projects can range from critical-analytical papers and video essays to original audio-visual creative work.

Crosslisted as: MUSIC-371MA

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

A. Mueller

Prereq: 8 credits in classroom Music or Film, Media, Theater courses including at least 4 credits at the 200 level or above.

Advisory: This course should not be taken by students who took MUSIC-222/ FMT-230MA previously.

FMT-330MD Advanced Courses in History and Theory: 'Mediating "Motherhood"'

Not Scheduled for This Year. Credits: 4

This course investigates the ways media have mediated cultural perceptions of "moms" and "motherhood," from the maternal melodramas of Hollywood Cinema to ultrasound images used to justify government policies regulating women's health decisions. Along the way we consider how reality TV has represented moms as figures of excess, nurture, irresponsibility, and domesticity; how the horror genre probes the uncanny, creepy, and violent aspects of motherhood; motherhood as refracted through social media influencer culture; and counter-hegemonic representations of trans parenthood. We discuss the entanglements between representation, regulation, and resistance around these mediations of mothers.

Applies to requirement(s): Humanities

H. Goodwin

Prereq: 8 credits in Film, Media, Theater.

FMT-330MT Advanced Courses in History and Theory: 'Digital Intimacies'

Not Scheduled for This Year. Credits: 4

Drawing on intersectional feminist theories of gender, sexuality, and affect, this course looks at digital modes of interpersonal communication that inform emerging senses of intimacy. We will examine digital performances of race, ethnicity, gender, sexuality, ability and disability, with attention to the technical infrastructures and industrial policies that shape access and engagement in digital worlds. Our study will address digital representations of the body, tensions between anonymity and authenticity, socially networked surveillance, and the personal and political sensibilities that digital intimacies inspire.

Crosslisted as: GNDST-333MT

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive, Writing-Intensive

L. Cornfeld

Prereq: 8 credits in Film, Media, Theater.

FMT-330MX Advanced Courses in History and Theory: 'Media and Sexuality'

Fall. Credits: 4

Sex and sexuality are frequently at the forefront of innovation in media and technology, from the beginnings of photography, film, and video to the rise of the internet, artificial intelligence, and big data. Combining critical frames from Media Studies and Sexuality Studies, this seminar investigates what happens when media and sexuality intersect. We will ask how media and technology bolster new forms of sexual expression, communication, and embodiment. And, at the same time, we will examine how emerging technologies enable new modes of social regulation and surveillance. Throughout, we will foreground queer, trans, and feminist perspectives on media histories and digital futures.

Crosslisted as: GNDST-333MX

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive

L. Cornfeld

Prereq: 8 credits in FMT or Gender Studies.

FMT-330PA Advanced Courses in History and Theory: '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 related to gender, sexuality, consumer culture, authenticity, and authorship.

*Crosslisted as: SPAN-340PA, GNDST-333PA**Applies to requirement(s): Humanities**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.***FMT-330PE Advanced Courses in History and Theory: 'Media and Performance'***Spring. Credits: 4*

Red-curtained theatrical stages, rock concert arenas, and avant-garde galleries all use media technologies to stage acts of live performance. At the same time, live performance frequently plays a role in media exhibition practices, from film screenings to Instagram feeds. Across sites ostensibly devoted to "media" or "performance," this course examines their intersections. Combining theoretical perspectives from media studies and performance studies, we will explore critical approaches to mediation and liveness, production and reception, and performance's digital directions.

*Crosslisted as: ARTST-380PE**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Cornfeld**Prereq: 8 credits in Film, Media, Theater or Art Studio.***FMT-330RE Advanced Courses in History and Theory: 'Revenge on Stage and Screen'***Not Scheduled for This Year. Credits: 4*

Revenge plots display an enduring popularity. We will examine plays and films that show the range of possibilities, exploring: narratives focused on gender, race, and class; the place of family in revenge plots; the "underdog" tale; the importance of religion to ideas of justice; and the way in which genre influences notions of vengeance. Films and plays include the following: Euripides' *Medea*, Shakespeare's *Hamlet*, Ji Junxiang's *The Orphan of Zhao*, Suzan-Lori Parks's *Fucking A*, Fritz Lang's *The Big Heat*, Damián Szifron's *Wild Tales*, Quentin Tarantino's *Kill Bill*, and Emerald Fennell's *Promising Young Woman*. Students will design their own final research projects.

*Crosslisted as: ENGL-367RE**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**The department**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in Film, Media, Theater or English.***FMT-330RR Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'***Not Scheduled for This Year. Credits: 4*

This course analyzes the fight against fascism through the lens of Spanish cinema. Students learn about the history of fascism and anti-fascism in general, Spain's pivotal role in the battle between the two opposing ideologies, the stylistic traits adopted by each in cinema, and how films themselves can wage "reel" revolution. Struggles against capitalism, officially dictated national(ist) histories and cis-hetero-normativity, as well as stances in favor of organized anarchism, are also central to anti-fascist art and politics. The course concludes with reflections on anti-fascism in the Americas, particularly in Argentina, Brazil, Chile, and the United States.

*Crosslisted as: SPAN-340RR**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.***FMT-330SP Advanced Courses in History and Theory: 'Shakespeare in Performance'***Spring. 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, set and costume design, and criticism and dramaturgy. Units will include period and modern dress productions, realistic staging and the reaction against it, changing acting styles, "historically accurate" productions, global and decolonized Shakespeare, topical and political productions, and gender and race in casting. Several key plays will form the core, including *A Midsummer Night's Dream* and *Macbeth*. Includes a research project of the student's devising.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**The department**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in the department.***FMT-330VM Advanced Courses in History and Theory: 'Viral Media'***Not Scheduled for This Year. Credits: 4*

This course will explore the idea of virality and contagion in the media, from early film to social media today, attending to the conceptual and historical links between globalization and the spread of biological and digital viruses. We will study the history of "hygiene films" used to educate publics about contagion and sanitation; explore how cinematic narratives of epidemics both real and imagined have shaped ideas about who spreads disease and how; analyze visualizations of viruses and epidemics; and interrogate the idea of "going viral" and the ways certain kinds of information -- and misinformation -- circulate in online media.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**H. Goodwin**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in the department.*

FMT-330WD Advanced Courses in History and Theory: 'Women in Design'
Not Scheduled for This Year. Credits: 4

This course will discuss women who have made a substantial contribution, through the arts of design and material culture, to the way we see and experience the visual world. It will introduce students to seminal contemporary and historical designers in the fields of performing arts, film, fashion, architecture, exterior and interior design. Students will research designers, write papers and make visual presentations on their life and work.

Applies to requirement(s): Humanities
V. James

Prereq: 8 credits in FMT, studio art, or architecture.

FMT-340 Advanced Courses in Production and Practice:

FMT-340AY Advanced Courses in Production and Practice: 'Acting III: Styles'

Not Scheduled for This Year. Credits: 4

This performance-intensive course will focus on specific styles, ranging from the Greek, to Shakespeare, to non-realism. Through a series of classroom explorations, students will learn how to craft a believable character, using the gesture, vocal, and physical language of certain styles including but not limited to: chorus work, soliloquies, and scenes.

Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive

N. Tuleja

Prereq: Acting I and one other 200-level performance course (Acting II, stage combat, directing, etc.).

FMT-340CR Advanced Courses in Production and Practice: 'Creative Incubator'

Not Scheduled for This Year. Credits: 4

The Creative Incubator is a transdisciplinary laboratory of creative explorations. The fundamental objective of this class is to democratize the creative process. As such we shall collectively engage with a wide variety of art forms and artistic processes that will hopefully serve as inspiration for our own creative agency. The class also adopts a highly collaborative approach which deemphasizes the idea of the "disciplinary expert." As a theme-driven and project-based lab, each semester we shall nurture ideas from their inception until they culminate into events. Each project will be approached with a desire for inquiry and risk taking, and a desire to attain the ultimate collective goal.

Applies to requirement(s): Humanities
Other Attribute(s): Speaking-Intensive, Community-Based Learning
M. Ofori

Prereq: 8 credits in Film, Media, Theater.

FMT-340CS Advanced Courses in Production and Practice: 'Capstone Seminar'

Not Scheduled for This Year. Credits: 4

This is a projects-based course, taught by faculty in film/video production, theater, and media, which builds towards a final presentation of one large-scale project involving all members of the class. The course will draw on and build skills students have developed in their respective foci in the FMT major. For example, students might create a film in multiple parts, a multi-media performance which could include live performance, projected image, and interactive sound, or a hybrid play with projected images. Students collaborate with faculty on every phase of the project from pre-production – including dramaturgy, directing, acting, production management, and scenic, lighting, sound, and video design – to post-production.

Applies to requirement(s): Humanities
N. Tuleja

Prereq: 12 credits in the department above the 100 level.

FMT-340DA Advanced Courses in Production and Practice: 'Directing Actors for the Screen'

Not Scheduled for This Year. Credits: 4

Intended for advanced film/video production students, this course will focus on the cinematic directorial skills needed for a successful collaboration with actors. Through discussions, exercises, film director workshops and audition/casting sessions, students will cast, rehearse and shoot short scenes (both original and adapted) from an array of cinematic genres. We will build upon our skills of script and character analysis and creating dramatic conflict. Though we will be collaborating with theater student actors, all students in the class will be expected to direct as well as act.

Applies to requirement(s): Humanities
E. Montague

Instructor permission required.

Prereq: FMT-240VP.

Advisory: Application and permission of instructor required. Application found here: <https://forms.gle/xrBGbx3byjZ3pjjm6>

FMT-340DC Advanced Courses in Production and Practice: 'Advanced Projects in Video Production: Documentary'

Fall. Credits: 4

In this hands-on course intended for advanced film/media students, we will explore contemporary documentary forms through readings, screenings, discussions, and practice. The course will cover the span of documentary storytelling as students develop production skills in research and writing, interviewing, camera and sound recording, and editing. We will also model the professional strategies documentarians use to fund and distribute their work, putting together film proposals and pitch decks. Students will practice pitching their film ideas to the class. While this is primarily a production course, in which students will produce short films, we will also read key texts and view select contemporary films to investigate what a documentary can be – investigative, personal narrative, experimental, or social advocacy tool. Screenings and readings will ultimately inform our process and approach. The course will explore ethical concerns associated with documentary film including issues of privacy, representation, truthfulness, and objectivity. Collaboration is encouraged.

Applies to requirement(s): Humanities
F. Telegrafi

Instructor permission required.

Prereq: FMT-240VP.

Advisory: Application and instructor permission required. Application found here: Application

FMT-340DT Advanced Courses in Production and Practice: 'Digital Cinematography'

Fall. Credits: 4

This intensive technical and hands-on course is intended for advanced film production students. We will gain the skills needed to create high quality moving images through the exploration of the frame and lighting as well as story subtext. We will use advanced cinema cameras and lenses to expand our basic knowledge of cinematography gained in Introduction to Video Production. We will focus on camera placement, lens selection, movement, composition, and advanced lighting and exposure techniques. Camera rigs and dollies will be used for both studio and location-based work. Projects will include shooting 4K digital video, advanced color grading and some editing.

Applies to requirement(s): Humanities
E. Montague

Instructor permission required.

Prereq: FMT-240VP or FLMST-210VP.

Advisory: Course application

FMT-340ST Advanced Courses in Production and Practice: 'Collaborative Scene Exploration'*Not Scheduled for This Year. Credits: 4*

In this course, students will engage in the deep exploration of a scene. The rehearsal process is one of the key components of the theater-making endeavor and will be a primary mode of learning. We shall work in small groups, and each student will have the opportunity to experience the process from the point of view of an actor as well as a director. Students will be exposed to a myriad of texts and styles. Our processes will prioritize, among other things, sound textual and character analysis, effective communication, strong process approach and a deep respect for a safe collaborative environment.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive**M. Ofori**Prereq: Acting I or Directing I and 4 additional credits in Film, Media, Theater.***FMT-340SW Advanced Courses in Production and Practice: 'Screenwriting'***Fall. Credits: 4*

Description: 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 advanced course will cover dialogue, characterization, plot, story arc, genre, and cinematic structure. We will analyze scenes from fictional narrative films -- both short and feature length -- and read the scripts that accompany these films. By the end of this course, each student will have written two original short films. In workshop style, the class will serve as practice audience for table readings of drafts and writing exercises.

*Crosslisted as: ENGL-361SW**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**E. Montague, F. Telegrafi**Restrictions: Course limited to sophomores, juniors and seniors
Instructor permission required.**Prereq: 8 credits in Film, Media, Theater.**Advisory: Preference will be given to majors. Application and permission of instructor required.***FMT-340VP Advanced Courses in Production and Practice: 'Advanced Projects in Video Production: Short-Form Narrative'***Spring. Credits: 4*

Intended for advanced Film, Media, Theater students, this course will explore fictional narrative filmmaking through a rigorous script-to-screen process. Students will write, shoot and edit a short fictional narrative film in small groups. In addition to weekly screenings of short and feature narrative films, the class will consist of lectures on advanced narrative filmmaking techniques, working with actors, film discussions, script readings and critiques of footage and various cuts.

*Applies to requirement(s): Humanities**E. Montague**Instructor permission required.**Prereq: FMT-240VP or FLMST-210VP.**Advisory: Application and permission of instructor required. Application found here: <https://forms.gle/RQ5J33Wc9CorJ3hJ6>***FMT-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.***Courses Meeting Film, Media, Theater Area Requirements for the Major and Minor****Critical Studies**

Code	Title	Credits
Film, Media, Theater		
FMT-230AG	Intermediate Courses in History and Theory: 'American Gothic'	4
FMT-230BC	Intermediate Courses in History and Theory: 'Bollywood: A Cinema of Interruptions'	4
FMT-230CC	Intermediate Courses in History and Theory: 'Cinema and the City'	4
FMT-230CM	Intermediate Courses in History and Theory: 'Children's Media'	4
FMT-230CN	Intermediate Courses in History and Theory: 'Latin American Cinema'	4
FMT-230CW	Intermediate Courses in History and Theory: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'	4
FMT-230DC	Intermediate Courses in History and Theory: 'Documentary'	4
FMT-230HA	Intermediate Courses in History and Theory: 'Hitchcock and After'	4
FMT-230HP	Intermediate Courses in History and Theory: 'Histories of Performance I'	4
FMT-230HR	Intermediate Courses in History and Theory: 'Histories of Performance II'	4
FMT-230LA	Intermediate Courses in History and Theory: 'Latin American Film History'	4
FMT-230LX	Intermediate Courses in History and Theory: 'Latinx Media'	4
FMT-230MA	Intermediate Courses in History and Theory: 'Music and Animation'	4
FMT-230MU	Intermediate Courses in History and Theory: 'Music and Film'	4
FMT-230MV	Intermediate Courses in History and Theory: 'Media and Surveillance'	4
FMT-230NC	Intermediate Courses in History and Theory: 'Social Media: Networked Cultures'	4
FMT-230PN	Intermediate Courses in History and Theory: 'Spanish Cinema'	4
FMT-230PR	Intermediate Courses in History and Theory: 'African Opera in Theory and Practice'	4
FMT-230SK	Intermediate Courses in History and Theory: 'Shakespeare'	4
FMT-230TV	Intermediate Courses in History and Theory: 'History of U.S. Television'	4
FMT-230WF	Intermediate Courses in History and Theory: 'Global Film and Media After 1960'	4
FMT-230WP	Intermediate Courses in History and Theory: 'Contemporary Women Playwrights'	4
FMT-330AD	Advanced Courses in History and Theory: 'Adaptation: A Study in Form'	4
FMT-330AT	Advanced Courses in History and Theory: 'African Theater'	4

FMT-330CM	Advanced Courses in History and Theory: 'Cinematic Masculinities in Contemporary American Film, 1970-present'	4	FMT-240DF	Intermediate Courses in Production and Practice: 'Costume Design for Stage and Film'	4
FMT-330EA	Advanced Courses in History and Theory: 'Envisioning Apocalypse'	4	FMT-240DR	Intermediate Courses in Production and Practice: 'Directing'	4
FMT-330HA	Advanced Courses in History and Theory: 'Hitchcock and After'	4	FMT-240EV	Intermediate Courses in Production and Practice: 'Experimental Video: Theory and Practice'	4
FMT-330LP	Advanced Courses in History and Theory: 'Writing as Performance: Latinx and Latin American Poetry and Narrative'	4	FMT-240MH	Intermediate Courses in Production and Practice: 'Stage Makeup and Hair'	4
FMT-330MA	Advanced Courses in History and Theory: 'Music and Animation'	4	FMT-240PE	Intermediate Courses in Production and Practice: 'African Performance Aesthetics'	4
FMT-330MD	Advanced Courses in History and Theory: 'Mediating "Motherhood"'	4	FMT-240PW	Intermediate Courses in Production and Practice: 'Playwriting'	4
FMT-330MT	Advanced Courses in History and Theory: 'Digital Intimacies'	4	FMT-240SD	Intermediate Courses in Production and Practice: 'Scene Design for Theater and Film'	4
FMT-330MX	Advanced Courses in History and Theory: 'Media and Sexuality'	4	FMT-240SG	Intermediate Courses in Production and Practice: 'Stage Management'	4
FMT-330PA	Advanced Courses in History and Theory: 'Natural's Not in It: Pedro Almodóvar'	4	FMT-240SP	Intermediate Courses in Production And Practice: 'solo Performance: Live Art to Livestream'	4
FMT-330PE	Advanced Courses in History and Theory: 'Media and Performance'	4	FMT-240VE	Intermediate Courses in Production and Practice: 'Video Editing'	4
FMT-330RE	Advanced Courses in History and Theory: 'Revenge on Stage and Screen'	4	FMT-240VP	Intermediate Courses in Production and Practice: 'Fundamentals of Video Production'	4
FMT-330RR	Advanced Courses in History and Theory: 'Anti-Fascism in Film: Reel Revolutions'	4	FMT-340AY	Advanced Courses in Production and Practice: 'Acting III: Styles'	4
FMT-330SP	Advanced Courses in History and Theory: 'Shakespeare in Performance'	4	FMT-340CR	Advanced Courses in Production and Practice: 'Creative Incubator'	4
FMT-330VM	Advanced Courses in History and Theory: 'Viral Media'	4	FMT-340CS	Advanced Courses in Production and Practice: 'Capstone Seminar'	4
FMT-330WD	Advanced Courses in History and Theory: 'Women in Design'	4	FMT-340DA	Advanced Courses in Production and Practice: 'Directing Actors for the Screen'	4
			FMT-340DC	Advanced Courses in Production and Practice: 'Advanced Projects in Video Production: Documentary'	4

Production/Performance

Code	Title	Credits
Film, Media, Theater		
FMT-121	Acting I	4
FMT-131	Costume Construction I	4
FMT-133	Fundamentals of Lighting and Sound Design	4
FMT-137	Fundamentals of Technical Theater	4
FMT-240AD	Intermediate Courses in Production and Practice: 'Audio Storytelling'	4
FMT-240AT	Intermediate Courses in Production and Practice: 'Acting II'	4
FMT-240AU	Intermediate Courses in Production and Practice: 'Audition Techniques'	4
FMT-240CD	Intermediate Courses in Production and Practice: 'Costume Design'	4
FMT-240CM	Intermediate Courses in Production and Practice: 'Stage Combat'	4
FMT-240CP	Intermediate Courses in Production and Practice: 'Creative Process'	4
FMT-240CT	Intermediate Courses in Production and Practice: 'Costume Construction II'	4
FMT-240DA	Intermediate Courses in Production and Practice: 'Drafting'	4
FMT-340DT	Advanced Courses in Production and Practice: 'Digital Cinematography'	4
FMT-340ST	Advanced Courses in Production and Practice: 'Collaborative Scene Exploration'	4
FMT-340SW	Advanced Courses in Production and Practice: 'Screenwriting'	4
FMT-340VP	Advanced Courses in Production and Practice: 'Advanced Projects in Video Production: Short-Form Narrative'	4

First-Year Seminars (FYSEM)

FYSEM-110 First-Year Seminar

FYSEM-110AE The African American Essay

Fall. Credits: 4

In this first year seminar, students will be introduced to and acquainted with the essay form as it has been endeavored by African American writers throughout the 19th and 20th century. This course emphasizes the essay as a written genre that is meditative, argumentative, and inquisitive; it is a form that open-endedly captures a course of thought, often times raising more questions than proffering secure answers to its inquiries. In this sense, the essay is characterized by the French etymological origins of the term which means "to try" or "to attempt." With these interpretative groundings, we will explore how Black writers have ventured thought, critique, performance, disorder and more through the rhetorical format of the essay.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

K. Maye

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110AG The Lives and Afterlives of Antigone

Fall. Credits: 4

Antigone's confrontation with the power of the state and her political dissent have made her one of the central global literary figures for political struggle. Reading plays, novels, and poems from Ancient Greece to 20th century Germany, Ireland, and South Africa and 21st Century Britain, Pakistan, and the United States, we will explore the question of a person's conflicted relationship with the demands of state law, family bonds, individual conscience, and collective justice and think about the role of literary representation as a form of historical witness. Writers include Sophocles, Bertolt Brecht, Kamila Shamsie, and Judith Butler.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

N. Alderman

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110AM Art and Words

Fall. Credits: 4

True, a picture is worth a thousand words, but how do we know which words to use exactly? In this seminar, we will focus on the work of language in relation to the visual arts, and learn to distinguish between different kinds of writing, including art history, art criticism, poetry and fiction. We will visit the Mount Holyoke College Art Museum and the Skinner Museum, and develop provocative ideas about original works of art. We will practice critical thinking and writing on our own, and work collaboratively on various projects. We will find a deeper relationship between words and the arts by expanding our definition of writing to include speaking thoughtfully, listening actively, and cultivating leadership skills by striking idea-driven discussions on the arts.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

A. Sinha

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110AS Art and Society

Fall. Credits: 4

This course explores the interconnections between art and society using a sociological lens. We will examine topics such as the social construction of cultural authenticity; the relationship between cultural capital and group boundaries; and the legitimization of art forms.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

P. Banks

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110BD Rooted Movements: Dance and Politics

Not Scheduled for This Year. Credits: 4

In this course, we will look at dance as a form of political activism, focusing particularly on Black Dance culture. This will be a literary, media-based, and technical exploration, offering students the opportunity to think analytically and critically as they hone both their writing and discussion skills. Our goal is to understand and appreciate the historical, political, cultural, and social contexts that influenced the creation of Black Dance culture and how the Africanist presence has shaped American dance culture. We will learn and explore dance movement together in the studio, but no previous experience needed!

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Speaking-Intensive, Writing-Intensive

S. Barron

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110BT Talking Robots

Not Scheduled for This Year. Credits: 4

Have you ever wondered why Siri or Alexa doesn't understand things you say? Or wondered if actual robots can understand language as well as the ones we see in movies? In this seminar we will learn about social robots and what it takes for robots to converse with humans. We will read research conducted by computer scientists, linguists, and psychologists, as well as investigate representations of social robots in popular media and literature.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

H. Pon-Barry

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110CB Cinema and the Brain

Not Scheduled for This Year. Credits: 4

Cinema is a form of art that uniquely captures and portrays the human mind. In this course we will explore how mental experience is encoded in the brain, using film as our object of study. Students will, through movies, analyze major topics in psychology and neuroscience such as memory, mental time travel, addiction, and empathy. Course readings and class discussion will further offer students the opportunity to develop their critical thinking skills in order to better understand the multiple layers of cognitive processes and behaviors depicted in movies.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Speaking-Intensive, Writing-Intensive

M. Sabariego

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110CE College*Fall. Credits: 4*

In this course, we will study college from a variety of perspectives. What is a college? What is the history of college? Why do individuals go to college? What are the economic and social returns to attending college? What is the financial model of a college? What are revenues and costs? How does a college determine what price to charge (tuition, aid: need based and merit)? How does college admissions work (early decision, affirmative action, SAT scores, and need blind admissions)? Who is admitted and why? How is a college run? What does the administration do? What determines the curriculum and majors? What are the challenges facing colleges?

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Robinson**Restrictions: Mount Holyoke 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: Mount Holyoke first-year students only, by placement.***FYSEM-110CP What's to Be Done About Capitalism?***Fall. Credits: 4*

From the writings of Adam Smith in the 18th century to present-day arguments by Bernie Sanders, Elizabeth Warren, and Alexandria Ocasio-Cortez, the benefits and costs of capitalism in human society have been hotly debated. Do the benefits of capitalism outweigh the costs? Is it possible or desirable to "tame" markets to maintain their good elements while minimizing the harm? How has a debate dominated by Europeans and North Americans considered or overlooked perspectives from the rest of the world? In exploring these questions, we will engage with some of the key thinkers on capitalism from Adam Smith and Karl Marx through major thinkers in both the developed and developing world to the present day.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**C. Mitchell**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110CU Introduction to Latin American Cultures***Not Scheduled for This Year. Credits: 4*

Examines the confrontation, assimilation, and transformation of Indigenous, 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.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Pitetta**Restrictions: Mount Holyoke 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: Mount Holyoke first-year students only, by placement.***FYSEM-110DF Designing the Future***Fall. Credits: 4*

For as long as there have been people, people have been thinking about the future. But who gets to decide what the future looks like? And what do our visions of the future reflect about ourselves? In this class, we'll use books, movies, and Mount Holyoke's own Archives to explore what people of the past and present imagined the future would be. We'll also engage in the practice of "futuring" to imagine possible, probable, preferable, and preposterous technological futures of our own and take a trip to the Fimbel Maker & Innovation Lab to get familiar with some current technologies we can use to build tomorrow.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Burns**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110DV Adventures in Music***Fall. Credits: 4*

Designed for students with or without prior musical experience, 'Adventures in Music' explores the materials of music. Through reading, hands-on interaction with instruments and their players, discussions and recordings, students will explore concepts of pitch, time, space, structure and timbre, thereby enriching their perception of the world of sound. The best way to access the indescribable in music is often to make music. With this in mind the class will embark in mini composition projects culminating in a final project that utilizes the knowledge acquired over the duration of the course.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**T. Ng**Restrictions: Mount Holyoke first-year students only, by placement.*

FYSEM-110EC The Economics of Happiness*Fall. Credits: 4*

In this course, we will delve into the application of economic principles to our daily experiences, aiming to understand the factors influencing human happiness. Questions such as "What constitutes happiness?" and "How do we make choices that lead to happiness?" are central to our exploration. We will analyze consumer behavior, including preferences, store selection, and the influence of various factors on consumption decisions. Additionally, we will examine the economic implications of consumerism on trade and the environment. Moreover, we consider the role of ethics and empathy in both individual consumer decisions and policymaking endeavors.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**K. Lande**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110EL Politics of the Self***Fall. Credits: 4*

In an era where Facebook, Twitter, and Instagram are ubiquitous, self-presentation is a constant concern and practice. What are the politics of self-presentation and -cultivation, if any? Do the choices we make about diet, how to dress, where to shop, and our friends have any political valence? To what extent can these choices be thought of as a form of resistance to popular culture in an era where rebellion is marketed to us? This course will probe these questions by considering the connections among self, appearances, discipline, and the way these are dependent upon the recognition of others. Readings will include the Stoics, American transcendentalists, Rousseau, Nietzsche, and Foucault.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Aslam**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110EQ Disaster Science: Earthquakes, Floods, and Volcanoes***Fall. Credits: 4*

This course explores the sometimes catastrophic intersection of geology with people's lives. Earthquakes, volcanoes, and floods are geologic events; they are also natural hazards that pose significant challenges to communities in high risk areas. Where are these risky areas? Why? Is it possible to predict when and where catastrophic geologic events will occur? How do we assess geological risks? Using case studies from around the world, we explore these three natural hazards in the context of plate tectonics, climate change, and community preparedness and recovery.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Markley**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110FE The Science of Food and Cooking***Not Scheduled for This Year. Credits: 4*

This course is rooted in hands-on exploration (including a lab experience) of the science of food and cooking. After being introduced to the key chemical and biochemical molecules that comprise food, we will discover how to manipulate these molecules during cooking. The topics that we will discuss include taste, baking, fermentation, whips, and foams. Related cultural and historical approaches to food and cooking will be discussed throughout the course. Readings will complement our hands-on explorations and lab work. Be prepared to taste/eat food and work in small groups throughout the semester and to experiment in the kitchen!

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**K. McMenimen**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110GA Gods and Monsters: Science and Scientists in the Modern World***Fall. Credits: 4*

Since its origins as a recognizable genre in the early 19th century, scientists have been central figures in horror literature. In these stories where they inspire anxiety, fear, and occasionally hope, scientific knowledge-makers, their practices, and their ability to manipulate the natural world are often placed in opposition to more traditional ways of being. This seminar examines significant episodes in the history of science over the last two hundred years -- from the emergence of evolutionary theory in the 19th century through the quantum mechanical and biochemical revolutions of the 20th -- alongside the enduring cultural responses they have inspired in horror literature and film.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**W. Cotter**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110GF God, Free Will, and Morality***Fall and Spring. 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: Mount Holyoke first-year students only, by placement.*

FYSEM-110GN South Asian Pasts Through Graphic Novels*Fall. Credits: 4*

If news debates, Facebook posts, and WhatsApp forwards now form arenas for contesting historical claims – once mainly a preserve of academic histories – what might supposedly low-brow media such as comics or graphic novels tell us about how history is produced and consumed? This first-year-seminar shall introduce students to key topics in South Asian history through a selection of comics, graphic novels, and primary sources. We shall read comics and graphic novels as narrative histories and speculative accounts of the lives of ordinary people and their experience of world historical events. In placing them alongside primary sources, the course shall encourage students to ask historical questions.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Medhi**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110HD Childhood***Spring. Credits: 4*

Did you really learn everything you needed to know in kindergarten? In this course we will explore how children's development, with a focus on early childhood (ages 0-8), is shaped by the family, school, community, cultural, and policy contexts in which they participate and live. We will read research conducted by psychologists, sociologists, and education researchers, as well as investigate representations of childhood in popular media and literature.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**J. Jacoby**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110HP Happiness and the Good Life***Not Scheduled for This Year. Credits: 4*

This course introduces the skills needed to navigate college, with a focus on philosophical writing, analysis and argument. Our topic is happiness and 'the good life.' Happiness is something we all want but often struggle to define. We will look at what philosophers have said about the nature and importance of happiness in our lives, as well as recent positive psychology literature on what makes us happy and why. While we draw from multiple disciplines the emphasis of the class is on philosophical analysis and argument. Students will learn to integrate campus resources, such as LITS and the SAW Center, into their coursework, as they hone skills in clear, rigorously argued, analytic writing.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**L. Sizer**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110HY Hybrid Identities: Latin America, Latinx Communities, and Spain***Not Scheduled for This Year. Credits: 4*

With a historical and transnational approach, this course will explore bi/multicultural identities and communities in the Spanish-speaking world, primarily of the 20th and 21st centuries. Mestizos, Cuban-Americans, Chinese-Argentinians, Afro-Puerto Ricans, Chicanos, Moroccans and West Africans in Spanish cities... Is Catalonia Spain? Through literary, visual, and theoretical texts, we will put a wide range of ethnic and linguistic encounters in dialogue with one another and examine how hybrid communities and identities, particularly in an era of global homogenization, reclaim rights and space, are represented, aspired to, separated, and often slip away when we try to define them.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Saltzman**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110JE Liars and Pranksters on the Italian Stage***Fall. Credits: 4*

Can serious artists play cruel jokes? Who laughs at Dante? This course explores the role of lies and practical jokes in Italian theater and the way the concept of humor has changed over time. We will investigate the intimate connection among power, religion, and laughter by reading some of the funniest (and politically charged) works of Italian theater. Our authors will take us through the streets of Renaissance Florence, eighteenth-century Venetian canals, as well as the improvised factory theaters of the 1970s. Readings include Dante, Machiavelli, Goldoni, Puccini, Fo, De Filippo.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**O. Frau**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110JT AI and Social Justice***Fall. Credits: 4*

Artificial Intelligence (AI) systems are ubiquitous, ranging from digital personal assistants to healthcare management. While the benefits of AI are touted widely, how does AI negatively impact society? How do AI systems mirror and strengthen biases already embedded in the data used to train them and in our social structures? Via what mechanisms might AI stigmatize and further marginalize vulnerable populations? In this course we will gain an understanding of how AI systems work, explore the societal dimensions of technology, learn to evaluate, assess, and question its impact on society, and consider how AI can be used as a tool to achieve equity and increase social justice.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**L. Ballesteros**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110LG Slang: Community/Power/Language***Not Scheduled for This Year. 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: Mount Holyoke first-year students only, by placement.*

FYSEM-110LV The Lives of Animals*Fall. Credits: 4*

Are crows self-aware? How do bees vote during collective decision-making? Do dolphins know each other's names? We will engage our collective curiosity as we explore animal cognition and social behaviors. Using peer-reviewed scientific literature as the foundation for our investigations, we will draw inspiration from videos, blogs, and observations of local wild and domestic animals to develop individual and collective projects based on our interests. In this first-year seminar, we will practice library research skills, draft and revise work based on feedback, and learn strategies for respectful peer engagement while creating a course website about animals.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**R. Brodie**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110MG Myth, Magic, and Vibration: Exploring the Human Bond to the Natural World***Fall. Credits: 4*

Humans could simply view nature as a repository of material resources for our use. Many would argue that this is the primary perspective of modern society. And yet mythology, history, and science show that there is a much deeper connection to the natural world – one that provides spiritual and psychological sustenance as well as multiple forms of physical support. In this first-year seminar, we will explore the human bond to nature through readings from a wide variety of sources and disciplines, and also through short field trips out into the local landscape.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**T. Farnham**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110MK Race in the Marketplace***Not Scheduled for This Year. Credits: 4*

This course looks at the central concerns of consumer culture through the lens of race and ethnicity. Through exploring issues such as multicultural marketing and advertising, discrimination in e-commerce, consumer boycotts, and urban food deserts, students will gain theoretical and empirical insight on the ways that racial and ethnic boundaries shape, and are shaped by, consumption.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**P. Banks**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110ML U.S. Multiethnic Literatures: Refracting America***Not Scheduled for This Year. 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: Mount Holyoke first-year students only, by placement.***FYSEM-110MT Meritocracy and Inequality***Fall. Credits: 4*

Selective colleges like Mount Holyoke are defined by the fact that they admit less than half of the students who apply, but the specific traits that make one worthy of admissions are not always clear. Grades and test scores matter, but so too do field hockey prowess, the ability to play classical flute, or participation in a Model UN summer camp. This class will consider the origins and consequences of our current understanding of what makes individuals worthy of receiving social benefits such as college admissions. We will interrogate how merit is measured, how the meaning of worth and worthiness are contested, and how these ideas structure and justify systems of inequality.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**B. Gebre-Medhin**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110MX Living in A Material World***Fall. Credits: 4*

In a world full of designed objects made from a wide range of materials. What makes fabric stretchy? Why does gluten change the texture of food? What are the pros and cons of plastic? What is neodymium, how do we get it out of the ground, and why is it in your phone? Some naturally occurring materials require only a little work by humans to make a useful item, while engineered materials may involve complicated processes. We will examine the role of different materials in society, considering economic and ethical questions as we learn about scientific breakthroughs that enabled new products. Hands-on activities will help us better understand the topics.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**K. Aidala**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110MZ Music and Childhood***Not Scheduled for This Year. Credits: 4*

Unlike many other categories of identity, childhood is both universal and temporary. That simultaneous omnipresence and transience makes it easy to overlook the role played by children in the history of music. This course surveys significant instances of children as creators, performers, consumers, and subjects of music: from Mozart to Michael Jackson, playgrounds to orphanages, street musicians and choristers to the prodigies of TikTok. We will trace the enlisting of children, childhood, and the childlike across a range of musical traditions and pedagogical, aesthetic, commercial, and cultural-political agendas. Students will also contextualize their own memories of childhood musicking.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. Mueller**Restrictions: Mount Holyoke first-year students only, by placement.*

FYSEM-110NN The Nonhuman

Not Scheduled for This Year. Credits: 4

This course will examine representations of figures not considered human, focusing on the nonhuman animal, with attention to the monster and the machine. We will analyze the literary and visual techniques with which these figures are depicted, the social and political concerns they address, and the tenuous boundary between human and nonhuman. Authors and filmmakers may include Cronenberg, Fowler, Hitchcock, Hurston, Kafka, London, Martel, Poe, Reichardt, Sewell, Spiegelman, Wells, and Woolf.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Speaking-Intensive, Writing-Intensive

E. Young

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110NP New American Opera

Not Scheduled for This Year. Credits: 4

Since 1980 more than 300 operas have been premiered in the United States. These works collectively represent a major change in creative direction, creating new opportunities for hitherto unrepresented and underrepresented voices. New development processes have allowed the art form to be newly responsive to the issues of our time. We will attend at least one performance of a new opera during the course, practice critical thinking and writing on our own, and work collaboratively on various projects thus exploring this new and rapidly evolving scene, listening deeply, and exploring texts that are shaping a brave new world of music.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Speaking-Intensive, Writing-Intensive

T. Ng

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110NQ Nature Is Queer

Fall. Credits: 4

Queerness is all over the natural world. This class will highlight the diversity of sexual strategies in nature, and help dispel the notion that biology describes sex as binary or only heterosexual. In reality, biologists are well aware of the queerness of nature, but have struggled with how to study this sexual diversity and have often settled for convenient categories. Four billion years of evolution have produced myriads of sexual and reproductive strategies in diverse organisms: from the widespread occurrence of homosexual sex, to sex change, multiplicity of mating types, male pregnancy, selfing, etc; Nature has done it all! Class discussion will require an open mind, and developing comfort around conversations related to sex, reproduction, and the sometimes disturbing history of science. Students will be expected to write several assignments for the general public. One such assignment requires students dive deeply into the queerness of one organism of their choosing to produce a printed catalog page for public display.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

P. Brennan

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110PE Performing the Self

Fall. Credits: 4

How do we represent ourselves as we document our lives and communicate with others? In this seminar we will move beyond critiques of selfie culture, instead analyzing self-representation as an important avenue for forming identities. We will study forms of self-representation across history and will focus on visual and new media as platforms for performing selfhood. Students will discuss the politics and aesthetics of self-fashioning across these media forms, and will execute multiple forms of self-expression, including the argumentative essay, the op-ed, the blog post, and the tweet.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Speaking-Intensive, Writing-Intensive

H. Goodwin

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110PP Pop Science: Science and Culture

Not Scheduled for This Year. Credits: 4

Pop science is the term for science communication that distills scientific discoveries for a general audience. Some of these scientific ideas can have striking cultural influence. For example, the "butterfly effect" as an explanation of the mathematical definition of chaos led to a cultural change from belief in a predictable universe to one where small changes can have big effects. Through a range of books, news articles, and social media from the 1980s until today, we will examine the cultural influences of scientific advances in popular understanding. In addition, we will consider critiques of pop science, including concerns about its accuracy and the effects of racism and sexism on science communication.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

A. Hoyer-Leitzel

Restrictions: Mount Holyoke 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: Mount Holyoke first-year students only, by placement.

FYSEM-110PS Self-Portraiture*Not Scheduled for This Year. 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: Mount Holyoke first-year students only, by placement.***FYSEM-110PT Politics and Truth***Not Scheduled for This Year. 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**R. Darrow**Restrictions: Mount Holyoke first-year students only, by placement.**Advisory: for students in their first two semesters at the College only***FYSEM-110PY 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 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: Mount Holyoke first-year students only, by placement.***FYSEM-110PZ Interweaving Themes in Physics and Art***Not Scheduled for This Year. Credits: 4*

Physics and art represent the world in seemingly different ways. They share, however, 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, and works by contemporary artists 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): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**S. Smith**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110QC Queer Church***Fall. Credits: 4*

Surveying contemporary LGBTQIA+ participation in mainline American Protestant denominations, this first-year seminar will consider recent congregational histories and emergent queer Christian theology that, together, form some public-square debate. Examining these phenomena in a multicultural variety of American Christian cultures, the course will privilege queer Christian voices through interactive primary sources: oral histories, site visits, and guest speakers. While homophobic and transphobic discourse in North America often has religious origins, this first-year seminar sheds light on the open and affirming ecclesial work of Christian activists.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Coleman-Tobias**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110QT Feminist and Queer Theory: A Critical Look at Identity***Spring. Credits: 4*

Identity, and the idea that progressive politics are centered around it, are at the root of the feminist and gay/lesbian movements from the 1970s onward. The queer turn in the 1990s multiplied relevant identities, but didn't question why identity politics had transformed the left, replacing the left's traditional focus on fighting against material exploitation with a concentration on countering cultural oppression. Various critics of identity politics, including queer-of-color critique, have pointed out this problematic shift. In this course, we will study theory, history, fiction, and films that show this enormous cultural transformation.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**C. Gundermann**Restrictions: Mount Holyoke first-year students only, by placement.*

FYSEM-110RE Religion and Climate Change

Not Scheduled for This Year. Credits: 4

Religion and climate change might seem to be an odd combination. After all, we tend to imagine religion as the domain of faith, emotion, and the otherworldly and the climate as the realm of science, objective knowledge, and the here and now. Nevertheless, this course investigates their sometimes surprising connections. For example, how do religious communities work to promote or oppose political action on climate change? How do religious conceptions about God's relationship with nature or with humanity impact adherents' views on climate change? How might the futures predicted by climate models and those prophesied in sacred texts affect people's actions today?

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Speaking-Intensive, Writing-Intensive

W. Girard

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110RJ Explorations in Restorative and Transformative Justice

Not Scheduled for This Year. 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. Wilson

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110RT Reproductive Rights and the State

Fall. Credits: 4

What is the role of governments in regulating human reproduction? How has this changed throughout the 20th and 21st century? Is reproduction an area of our private lives that should be left outside the realm of government? Or is the state actually needed to safeguard our reproductive rights? This course analyzes the history of reproductive policies in the US and compares it with cases from the global South. From family planning to population control, from woman's right to reproductive justice, we will analyze the evolution of language to name this policy arena and the way this has affected policy design. Through the use of a variety of primary and secondary sources, this course will help students improve their critical thinking, argumentative writing, and analytical skills.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

C. Fernandez Anderson

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110RV Embodied Archives: Movement as a Way of Knowing

Not Scheduled for This Year. Credits: 4

This course explores the premise of our bodies as archives, through which movement can become a means of knowing, learning, and deepening connections across varied disciplines and modes of thought. The course asserts that the body can be a critical site of knowledge production and discovery, shaping the ways in which we engage in creative and scholarly work. We will study theoretical concepts prevalent in dance research, and analyze those ideas at work in both the choreography of contemporary artists and our own creative bibliographies. In order to contextualize and challenge our thinking, guest speakers are woven into the course, providing varied perspectives on dance, movement and the notion of archive. The course is designed for anyone interested in embodied and creative practice. Dance experience may be useful, but is not required.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

B. Diewald

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110RY Sex, Drugs, and Psychopaths

Not Scheduled for This Year. Credits: 4

The prevalence of misinformation and disinformation has weakened the public's trust in science. This course will challenge media's coverage of three major topics – sex, drugs, and psychopaths – against the latest findings from neuroscience research. Through readings, podcasts, movies, and class discussions, students will challenge common misconceptions about our brains, by examining the science behind infidelity, gender identity, addiction, mental health, and murder.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

J. Schwartz

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110SD Performing the Self: Shakespeare and Identity

Not Scheduled for This Year. Credits: 4

Best known as one of the literary canon's pillars, Shakespeare has also provided multiple templates for artists and storytellers who wish to challenge traditional concepts of literature, theatre, and history. Our class will explore four of Shakespeare's plays through the lens of identity, both those forms extant in Shakespeare's own time and those articulated in various contemporary adaptations, both stage and screen. In particular, we will focus on BIPOC, postcolonial, and LGBTQ adaptations.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

A. Rodgers

Restrictions: Mount Holyoke first-year students only, by placement.

FYSEM-110SV Sustainable Development and Its Discontents*Not Scheduled for This Year. Credits: 4*

Sustainable development has been the leading paradigm linking economic growth, poverty reduction, and environmental sustainability for decades. Yet, global inequality metrics are scarcely improving, and environmental issues like climate change and biodiversity loss are reaching extreme levels. This course examines the concept of sustainable development and various attempts to put it into practice around the world, as well as the limitations and contradictions of predominant approaches to sustainability and economic development. We will then explore alternatives to mainstream development advanced by global social movements, including food sovereignty, degrowth, and climate justice.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**K. Surprise**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110SX Sexuality and Society***Fall. Credits: 4*

What is the impact of what is included and excluded in formal sex education programs? What does it mean to maintain good sexual health? How does sexual identity relate to behavior and attraction? As a class, we will explore sexuality at an individual, interpersonal, community, and societal level. Primary topics will include sex education, sexual identity, health, consent, relationships, and media portrayals of sexuality.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**C. Flanders**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110TC Why Are We Divided: Inequality, Politics, and Populism***Not Scheduled for This Year. Credits: 4*

This course explores the intersection of inequality and politics in the United States. We begin the course with an examination of racial, gender, and class inequalities in the U.S. The next section of the class considers the ways in which these inequalities both reflect and influence political divisions in the U.S. today. We end the course with an analysis of populism. While focusing primarily on the Trump campaign and presidency, we will also examine populist movements throughout the globe.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**K. Tucker**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110TG Transgressive Music***Not Scheduled for This Year. 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 Laurie Anderson, the Sex Pistols, Missy Elliot, and Nirvana.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**D. Sanford**Restrictions: Mount Holyoke first-year students only, by placement.**Notes: Students should be prepared for mature themes and some coarse language.***FYSEM-110TS Translating Language Diversity***Fall. Credits: 4*

Linguistic diversity is too often silenced in debates about equity and inclusion. In our seminar we'll consider the languages of each student, remembering that language is a plastic identity that can be learned. We'll identify the translations in our scholarly, professional and personal lives and ask how does Mount Holyoke's mission of "purposeful engagement in the world" depend upon translation both on campus and globally? We'll also explore the role of translation in the communication revolution of A.I. tools given digital disparities and language privilege. Our goal is to define language justice and to develop linguistic self-reflexivity through individual translation projects

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**C. Shread**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110UA Adolescence in the U.S. Today***Fall. Credits: 4*

What does it mean to be an adolescent? Popular culture has a lot to say about this life stage, not all of it rooted in evidence. In this course, we will examine the range of adolescent experiences in the United States and critically question common assumptions. We will consider how social context and relationships influence youth as they navigate school, college and career expectations, extracurricular activities, and social media. Our interdisciplinary approach will draw on readings from psychology, sociology, history, education as well as media resources.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**K. O'Carroll**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110UF The Agency of Things: Reflections on Stuff and Material Culture***Fall. Credits: 4*

What is a thing? What is stuff? Water bottles, trash, smartphones, photos, dirt, a broken printer, your favorite socks... Where do they come from and where are they going? In this course we'll gain an understanding of the political, historical, philosophical, ecological, and affective agency of objects and non-human things. We will study how artists, writers, collectors, environmentalists, and migrants engage with the stuff around us. Our study will be enlightened by several excursions to see collections of non-human things, such as the MHC Skinner Museum and the Botanic Gardens. Students will also have a chance to decipher the meaning and global trajectories of their own stuff, in addition to making things in Mount Holyoke's Fimbel Maker & Innovation Lab.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Saltzman**Restrictions: Mount Holyoke first-year students only, by placement.*

FYSEM-110VE The Inevitable Element: Why Carbon Is At The Root of Our Climate Change Crisis*Fall. Credits: 4*

Have you ever wondered why we are so concerned with our carbon footprint? Why don't we worry about our oxygen footprint? Or silicon? What makes carbon so special? This first-year seminar will delve into the reasons that carbon, and uniquely carbon, is central to climate change. We will discuss the properties of carbon and why those properties have resulted in a fossil fuel-based economy. We will cover nucleosynthesis of elements, the formation of earth and the solar system, the origin of life and information flow in living organisms, how time and heat resulted in reserves of energy-rich petroleum buried in the earth, why these fossil fuels have made a convenient foundation for our modern economy, and the resulting impact carbon emissions have on the atmosphere. Finally, we will discuss how carbon capture can be used to mitigate the impact of climate change.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**A. van Giessen**Restrictions: Mount Holyoke 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: Mount Holyoke first-year students only, by placement.***FYSEM-110WK Women and Work in the Global Economy***Fall. Credits: 4*

The reorganization of production across national borders has transformed labor markets around the world, with profound effects on workers' lives. What role have social constructions of gender played in shaping employment outcomes in different countries? What has been the impact of these employment dynamics on gender relations? This course will engage with these questions by examining the impact of labor market transformations on women's work in the global economy. Students will learn to engage critically with multiple perspectives and to formulate and articulate their own arguments in writing.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**L. Pickbourn-Smith**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110WR The West and the Rest: Muslims in Post-9/11 Europe and the U.S.***Not Scheduled for This Year. Credits: 4*

This course traces the administrative and popular categorizations of Muslim populations in Europe and the United States following the events of September 11, 2001. The course examines the mechanisms through which Muslims are designated as a coherent, timeless category associated with backwardness, violence, and an urgent threat. By the end of the semester, the students will gain a critical, comparative perspective to identify and analyze some common mechanisms such as racialization, securitization, and gendering, as well as practices of border-making and border-crossing that travel across time and space to define certain groups as "dangerous others."

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**E. Babül**Restrictions: Mount Holyoke first-year students only, by placement.***FYSEM-110YP Cryptology: How Governments, Institutions and People Protect Their Secrets***Fall. Credits: 4*

Cryptology is the study of secret communication between different groups of people. From ancient Egypt when secret hieroglyphs were used to communicate to today when credit card numbers are encrypted to be transmitted over the internet, cryptology has been a necessary part of human life. In this class we will read and write about some of the famous examples of cryptosystems. We study the mathematics needed for these systems and how these concepts connect to what you studied in high school. Why is division complicated and how can we use raising numbers to high powers and division to encrypt messages? In particular, we will use worksheets and Jupyter notebooks to work with examples of these systems.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Robinson**Restrictions: Mount Holyoke first-year students only, by placement.*

French (FREN)

FREN-101 Elementary French I

Fall and Spring. Credits: 4

Learn to speak, understand, read and write authentic French in record time. We will use a multimedia approach that accesses language via video, audio and text. The immersive environment students experience will equip them to make active use of the language and provide insight into French and Francophone cultures. Students will have the opportunity to work on language skills in sessions with a language assistant.

Applies to requirement(s): Humanities; Language

B. Oulbeid

Prereq: Placement test required even if no previous study of French; FREN-101 is designed for students with no previous training in French. All students must take the online French placement test to register for the class. Advisory: FREN-101 is designed for students with no previous training in French or a maximum of one year of French at the high school level. All students must take the online French placement test to register for the class. Notes: Students who have done strong work in FREN-101 may accelerate to FREN-201 with the approval of their instructor.

FREN-102 Elementary French II

Spring. Credits: 4

Students will develop their speaking, understanding, reading and writing skills in French. The multimedia approach will provide students with an immersive environment where they will engage actively with the language and culture.

Applies to requirement(s): Humanities; Language

B. Oulbeid

Prereq: FREN-101 or placement test and department placement.

FREN-201 Intermediate French

Fall. Credits: 4

Communication and culture in the global French-speaking world. We will explore different media and documents that will enable students to express themselves both orally and in writing in a wide variety of contexts. Students will consolidate and expand their skills and engage in creative activities in literary as well as colloquial French.

Applies to requirement(s): Humanities; Language

A. Alquier, The department

Prereq: FREN-102 or placement test and 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 discuss 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

C. Le Gouis, C. Shread, The department

Prereq: FREN-201 or placement test and department placement.

Notes: Note: FREN-203 provides a strong foundation for continued study of French and for study abroad (see <http://www.mtholyoke.edu/acad/french>)

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

C. Le Gouis, C. Shread

Prereq: FREN-203, or placement test and 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, or placement test and department placement.

FREN-225 Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World

Fall and Spring. Credits: 4

The primary purpose of this course is to familiarize students with contemporary issues in French culture as they are represented in French-speaking media of today. This course will introduce students to contemporary popular culture, through the study of texts, popular music, and feature films. Students will be asked to participate actively in class discussion, do oral presentations, and converse with an exchange partner.

Applies to requirement(s): Humanities; Language

Other Attribute(s): Speaking-Intensive

A. Alquier, The department

Prereq: FREN-203, or placement test and department placement.

FREN-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

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-321AV Genre Courses: 'About Vanguards and Revolutionary Ideas'
Not Scheduled for This Year. Credits: 4

This course addresses cultural relations between Latin America and Romance languages and cultures through the concept of vanguard: the Latin American poetic vanguardias of the early twentieth century and controversies with the Italian and Spanish vanguardias; the influence of the Négritude anti-colonial movement in Latin American decolonial thinking and the political avant-garde movements and guerrillas of the '60s and '70s; the intersections between French surrealism and Latin American magic realism; and the emergence of the Cinema Novo and New/Third Cinema (the vanguard of political cinema in Latin America) in the context of Italian neo-realism and the French nouvelle vague.

Crosslisted as: ROMLG-375AV, ITAL-361AV, SPAN-360AV

Applies to requirement(s): Humanities; Language; Multicultural Perspectives A. Pitetta

Prereq: 8 credits at the 200 level in language or literature.

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.

FREN-321LT Genre Courses: 'Romance Languages Translate'

Not Scheduled for This Year. Credits: 4

This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators' paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.

Crosslisted as: ROMLG-375LT, ITAL-361LT, SPAN-360LT

Applies to requirement(s): Humanities; Language C. Shread

Restrictions: This course is open to juniors and seniors

Advisory: Two courses in culture and literature at the 200 level.

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-321MT Genre Courses: 'The Mind of the Traveler: Journeys, Expeditions, Tours'

Not Scheduled for This Year. Credits: 4

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

Crosslisted as: SPAN-360MT, ITAL-361MT, ROMLG-375MT

Applies to requirement(s): Humanities; Language O. Frau

Restrictions: This course is open to juniors and seniors

Advisory: for language majors; two courses in culture and literature at the 200-level

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.

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-331FE Courses on Social and Political Issues and Critical Approaches: 'Fabulous Feasts: French Cuisine and Food Culture'

Spring. Credits: 4

UNESCO recognized French culinary culture as "a social custom aimed at celebrating the most important moments in the lives of individuals and groups" (2010). We will explore the historical, sociological and cultural aspects of meals, etiquette and the culinary arts and the culture that embodies them through different media (recipe collections, guides, literary texts, essays, plays, films and TV shows). We will examine the development of French cuisine from medieval banquets to markets to grande cuisine and nouvelle cuisine and its influences. We will also investigate gastronomic traditions, regional and local culinary character and gastronomy in order to understand and reflect upon French food culture.

Applies to requirement(s): Humanities; Language

Other Attribute(s): Speaking-Intensive

A. Alquier

Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FREN-331LF Courses on Social and Political Issues and Critical Approaches: 'Publishing 'la Francophonie': The Distribution and Reception of Texts from the Antilles, Africa, and Beyond'

Fall. Credits: 4

This course decolonizes French literary study by focusing on the history of Francophone publishing against the dominance of Paris as cultural capital. Reading authors such as Césaire, Chauvet, Tadjó, and Laferrière, our analyses will include the material conditions that shape stories. From the innovative publisher *Présence Africaine* to *Littérature Monde*, and from small presses like LEGS Éditions to transnational co-productions, we'll consider the aesthetic and political cultures determining literary distribution and reception. Exploring the effects of literary prizes, grants, and subsidies, we'll go beyond the text to ask how market networks that grant access and attention impact narratives.

Applies to requirement(s): Humanities; Language; Multicultural Perspectives C. Shread

Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FREN-331LM Courses on Social and Political Issues and Critical Approaches: 'Reading "Le Monde"'

Not Scheduled for This Year. Credits: 4

Founded in 1944, *Le Monde* is the premier French newspaper, renowned for its in-depth analysis and thought-provoking opinion pieces. In this seminar we will explore the editorial line of the paper, its uncompromising independence, and its evolution from a Paris-centered evening publication to a multi-media enterprise with 24/7 global coverage. For each session, thanks to our online subscriptions, we will examine a wide variety of topics including national and international politics, social and cultural affairs, economics, science and the environment. Students will gain a distinct perspective on current affairs, advance their language skills and develop their communicative competence.

Applies to requirement(s): Humanities; Language

Other Attribute(s): Speaking-Intensive

C. Le Gouis

Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FREN-331NW Courses on Social and Political Issues and Critical Approaches: 'The French New Wave'*Not Scheduled for This Year. Credits: 4*

The New Wave was a series of films made in the late 1950s and in the 1960s by a group of Cinémathèque-loving pioneers who had seen almost every movie ever produced and particularly admired American and Russian cinema. This creative explosion won an aesthetic and political victory against an increasingly affluent, self-satisfied society, bringing about a revolution in the film industry that still echoes today.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**C. Le Gouis**Prereq: FREN-215, FREN-219, or FREN-225.***FREN-331RE Courses on Social and Political Issues and Critical Approaches: 'Revolutions'***Not Scheduled for This Year. Credits: 4*

We will examine a wide variety of documents, ranging from key historical texts to insurgents' posters, in order to explore the concept of revolution and to analyze how France was dramatically changed by overarching societal, historical, and artistic developments. We will focus on France's relations with racial minorities in times of upheaval at the local, national, and global levels.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**A. Alquier**Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225***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-341AF Courses in Francophone Studies: 'Tales and Legends of French-Speaking Africa'*Not Scheduled for This Year. Credits: 4*

Since the advent of fiction writing in French-speaking Africa in the 1920s, the study of African literatures has been mainly limited to poems, novels, short stories, and plays written by a French-educated elite. In this course we will explore samples of African oral literatures including tales, epic songs, and legends from different African regions. Through translations by writers such as Léopold Sédar Senghor, Birago Diop (Senegal), Djibril Tamsir Niane (Guinea), and Bernard Dadié (Ivory Coast) we will try to view African societies from "within" and gain an understanding of the genealogy of modern African literature in European languages.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive**S. Gadjigo**Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.***FREN-341CM Courses in Francophone Studies: 'Through African Eyes: Intro to African Cinema'***Spring. Credits: 4*

With the rest of the world, in 1995 filmmakers from the whole African continent met in Ouagadougou to celebrate the Century of world cinema. This also gave African filmmakers an opportunity to reflect on their 30 years of film practice. Today, only a year after most former French colonies in Africa have celebrated the 50th anniversary of their independence, African cinema is also entering its fifties. This course will introduce students to a half a century of African cinema with a special attention to its history and its search for survival and self identity within world cinema.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**S. Gadjigo**Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.***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-341HT Courses in Francophone Studies: 'The Haitian Literary Tradition: Revolution, Diaspora, and Writing in French Now'***Not Scheduled for This Year. Credits: 4*

This course engages with the rich tradition of French writing from Haiti. Beginning with Émeric Bergeaud's *Stella* (1859), the first novel of the first Black republic, we explore the history of Haitian writing across literary genres and movements, including the *Indigénisme* that anticipated *Négritude*. Diasporic authors from the Duvalier dictatorship period include Marie Vieux-Chauvet, author of the cult classic, *Amour, Colère, Folie*, and Dany Laferrière, famous as both the first Haitian and first Quebecois to enter the *Académie française*. In Haiti's contemporary literary scene, we focus on writers such as Yanick Lahens and Marie-Célie Agnant.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**C. Shread**Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.***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-341SE Courses in Francophone Studies: 'Ousmane Sembene: The Work of the Militant Artist'

Not Scheduled for This Year. Credits: 4

Born in 1923 in Senegal, the writer-filmmaker Ousmane Sembène is one of the few witnesses of the three significant periods in the contemporary history of so-called Francophone Africa: the colonial period, the struggle for political and economic independence and the effort to shake off the yoke of neocolonialism through the rehabilitation of the continent's cultural heritage. This course devoted to his work aims to explore the great events of his life, his involvement in European left movements, his coming to writing and especially the dominant features of his film.

Applies to requirement(s): Humanities; Language

Other Attribute(s): Writing-Intensive

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-351QU Courses on Women and Gender: 'Une Philosophe, Qu'est-ce? Thinking with French Women Philosophers from Simone de Beauvoir to Catherine Malabou'

Not Scheduled for This Year. Credits: 4

This course focuses on French women writers of philosophy. We start with the existentialism of Simone de Beauvoir, author of the founding text of second wave feminism, *Le deuxième sexe*. We'll consider écriture féminine with the French Feminism triad Hélène Cixous, Julia Kristeva, Luce Irigaray, as an antecedent of contemporary *écriture inclusive*.

After exploring Barbara Cassin's project to define philosophical terms multilingually, we'll have a special focus on Catherine Malabou whose meditation on plasticity resonates with the gender fluidity of our time and whose recent study of anarchism offers a new critique of domination.

Applies to requirement(s): Humanities; Language

C. Shread

Prereq: Two of the following courses: FREN-215, FREN-219, FREN-225.

FREN-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Gender Studies (GNDST)

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

S. Russell, N. Timmons

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

S. Russell

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 Visual Cultures of Resistance'

Fall. 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: CRPE-256

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

R. Hwang

Prereq: One course in CRPE, Gender Studies, or CST.

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, FMT-230CW

Applies to requirement(s): Humanities; Multicultural Perspectives

Y. Wang

Notes: Taught in English

GNDST-204ET Women and Gender in the Study of Culture: 'Rovers, Cuckqueens, and Country Wives of All Kinds: The Queer Eighteenth Century'

Not Scheduled for This Year. Credits: 4

With the rise of the two-sex model, the eighteenth century might be seen to be a bastion of heteronormativity leading directly to Victorian cis-gender binary roles of angel in the house and the bourgeois patriarch. Yet, beginning with the Restoration's reinvention of ribald theater, this period was host to a radical array of experimentation in gender and sexuality, alongside intense play with genre (e.g., the invention of the novel). We will explore queerness in all its forms alongside consideration of how to write queer literary histories.

Crosslisted as: ENGL-232

Applies to requirement(s): Humanities

K. Singer

Restrictions: Course limited to sophomores, juniors and seniors

Notes: This course is part of a two-semester sequence with Nonbinary Romanticism, but students are encouraged to take either course separately.

GNDST-204FT Women and Gender in the Study of Culture: 'Feminist, Queer, Trans Disability Studies'

Spring. Credits: 4

This course introduces Disability Studies concepts and discussion from a feminist, queer, and trans perspectives, specifically centering on Black, Indigenous, People of Color disabled people. Through this, we'll see the differences in disabled communities, the tensions within the field, and learn to center the most marginalized. Here, the focus is on scholarship, activism, and arts that center disabled people, their histories, struggles, and dreams. We'll also discuss the differences between the Disability Rights and Disability Justice movements and how they represent the demands and needs of disabled communities.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

N. Timmons

Prereq: GNDST-101.

GNDST-204GQ Women and Gender in the Study of Culture: 'Global Queer Narratives'

Not Scheduled for This Year. Credits: 4

This course explores contemporary transnational representations of LGBTQ+ identities in literature, film, and digital media and cultures. We will examine the role of storytelling in not only reflecting queer lived experiences, but also the possibilities of narrative as a corrective, restorative project for imagining alternative worlds and futures. In considering global contexts, this course does not assume singular definitions of LGBTQ+ identities, but rather uses the transnational to decenter Eurocentric definitions of gender and sexuality as well as intersecting categories of race and ability. Authors may include Audre Lorde, Samra Habib, Frieda Ekotto, and Pajtim Statovci.

Applies to requirement(s): Humanities; Multicultural Perspectives
S. Russell

GNDST-204GV Women and Gender in the Study of Culture: 'Gendered Violence from Medieval to Contemporary Spain'

Fall. 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 Boyaín (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-204NB Women and Gender in the Study of Culture: 'Nonbinary Romanticism: Genders, Sexes, and Beings in the Age of Revolution'

Fall. Credits: 4

With the onslaught of American, French, Haitian, and South American revolts and revolutions, the Atlantic world, much of Europe, and its colonial/industrial empire were thrown into a period of refiguring the concept of the raced, national, and gendered subject. This course considers what new forms of gender, sex, sexuality, and being were created, practiced, or thought, however momentarily, in this tumultuous age. Specific attention is given to conceptions of nonbinary being (of all varieties). Authors may include E. Darwin, Equiano, Wollstonecraft, Lister, M. Shelley, Byron, Jacobs.

Crosslisted as: ENGL-233

Applies to requirement(s): Humanities
K. Singer

Restrictions: Course limited to sophomores, juniors and seniors
Notes: This course is a second part of a two-course sequence with ENGL-232/ GNDST-204ET, but each may be taken separately.

GNDST-204QT Women and Gender in the Study of Culture: 'Queer and Trans Writing'

Not Scheduled for This Year. 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.

GNDST-204RV Women and Gender in the Study of Culture: 'Perspectives on Revolutionary Parenting'

Fall. Credits: 4

In this space, we center the radical potentials of mothering/parenting alongside reproductive justice. We'll discuss how mothering/parenting operates in relation to the state, medical structures, borders, and other apparatuses. This course also considers what practices make mothering/parenting and reproductive justice as a space of potential liberation. What and who constitutes a mother/parent? How can the practice of parenting and reproductive justice be a liberatory practice? We'll look at texts such as *Revolutionary Mothering* and the history of community mothering spaces such as STAR House.

Applies to requirement(s): Humanities
Other Attribute(s): Writing-Intensive
N. Timmons
Prereq: GNDST-101.

GNDST-204SJ Women and Gender in the Study of Culture: 'Art, Public Space, and Social Justice Activism'

Not Scheduled for This Year. Credits: 4

What are some ways that art can disrupt oppressive structures of power? This course explores the ways in which contemporary artists centuries have responded to the call for political change and social justice, particularly with regards to issues of race, gender, sexuality, class, and ability. Drawing from interdisciplinary and intersectional perspectives, we will examine the role of visual and performance art within public spaces in shaping and furthering social movements and protest. Some possible themes and issues include public memory, artistic citizenship, counterpublics, "material" and "immaterial" artistic forms, and the collective impact of art activism on the social imagination.

Crosslisted as: ARTST-280SJ

Applies to requirement(s): Humanities; Multicultural Perspectives
S. Russell
Prereq: 4 credits in Gender Studies or Art Studio.

GNDST-204TA Women and Gender in the Study of Culture: 'Transgender Literature'*Fall. Credits: 4*

Transgender literature has had a significant impact on how we talk about transness (and gender) and the kinds of trans stories we are able to tell. Although trans identities may find expression in texts as early as *Metamorphoses* (Ovid), this course will look at literature from the 20th and 21st centuries. Considering a wide range of genres – novels, poetry, short stories, memoir, and young adult literature – we will think about how writers talk about their bodies, their transitions, and their histories. Drawing upon fields such as history, medicine, and social science, this course will look at trans literature as both a product of these histories and as a powerful tool for critical liberation.

*Crosslisted as: ENGL-217TR**Applies to requirement(s): Humanities; Multicultural Perspectives**J. Hayward-Jansen**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: CRPE-257**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**R. Hwang**Prereq: 4 credits in Gender Studies, Critical Social Thought, or Critical Race and Political Economy.***GNDST-206 Women and Gender in History****GNDST-206BF Women and Gender in History: 'The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas'***Fall. Credits: 4*

This class aims to raise student awareness of and exposure to different cultural backgrounds and contributions of Black feminist thought, womanism, and afro feminism across the Caribbean and the Americas. We will take a historical journey exploring the roles of cisgender Black women and gender-non-confirmative Black people in the formations of Black feminist thought, highlighting their contributions and struggles in dismantling the Western matrix of domination, but also in the radical building of new societies. Students will learn about the groundbreaking theories and methodologies that helped pave the way for contemporary feminist organizations and social movements.

*Crosslisted as: CRPE-244**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Abella Hurtado***GNDST-206MA Women and Gender in 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? Has her vision persisted or been overturned? We will examine the conditions, assumptions, and exclusions that formed Mount Holyoke and the arrangements of power and struggles for justice that shaped it during and after Lyon's lifetime. Topics include settler colonialism and missionary projects; northern racism and abolitionism; industrial capitalism and the evolution of social classes; debates over women's education, gender, and body politics; religious diversity; and efforts to achieve a just and inclusive campus. Includes research based on primary sources.

*Crosslisted as: HIST-259**Applies to requirement(s): Humanities**M. Renda**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: Either 8 credits in history or 4 credits in history and 4 credits in either gender studies or critical social thought. All other interested students may apply with an email to the instructor.**Notes: Available for 300-level credit***GNDST-206NT Women and Gender in History: 'Histories of Native American Women'***Spring. Credits: 4*

This course explores the histories of Native American women, from origins to the present day. This course also introduces students to Indigenous methodologies. We will look at topics such as origin stories, Indigenous feminism, the fur trade, Removal, reservations, and Missing and Murdered Indigenous People. Major themes include kinship, community, gender, race, material culture, sovereignty, reproduction, matrilineal societies, survival, and diplomacy.

*Crosslisted as: HIST-296NT**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**P. Dawson***GNDST-206US Women and Gender in the Study of History: 'U.S. Women's History since 1890'***Spring. Credits: 4*

This course considers the historical evolution of women's private lives, public presence, and political engagement within and beyond the borders of the United States, from the 1890s to the present. How have U.S. racism, consumer capitalism, immigration, and changing forms of state power shaped women's experiences and possibilities? How have regimes of gender, sexuality, bodily comportment, and reproduction evolved in relation to national and global changes? Emphasis will be placed on the experiences and perspectives of working-class women, women of color, and colonized women.

*Crosslisted as: HIST-276**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Renda*

GNDST-210 Women and Gender in Philosophy and Religion**GNDST-210BD Women and Gender in Philosophy and Religion: 'Women and Gender in Buddhism'**

Not Scheduled for This Year. Credits: 4

Can women become Buddhas? Why is the Buddha called a "mother"? Who gets to ordain? Why would anyone choose celibacy? Who engages in religious sexual practices and why? This course examines the centrality of gender to Buddhist texts, practices, and institutions. We pay particular attention to the challenges and opportunities Buddhist traditions have offered women in different historical and cultural contexts. Throughout the course we consider various strategies of empowerment, including feminist, postcolonial, queer, trans*, and womanist.

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 religious thought and practice. Students examine different theories of gender and intersectional feminisms, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources. Students work with the Judaica collection at the MHC Art Museum and consider material culture as a source for women's and gender studies. Topics may include: how Jewish practice and law regulate sexuality and desire; feminist, queer and trans methods of engaging patriarchal texts; methods of studying women and gender in Jewish cultures; racialization.

Crosslisted as: JWST-234, RELIG-234

Applies to requirement(s): Humanities; Multicultural Perspectives

M. Benjamin

GNDST-210NR Women and Gender in Philosophy and Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'

Not Scheduled for This Year. Credits: 4

This course invites its participants to place critical race and gender studies perspectives in dialogue with the emergence of new religious movements in the United States. Course participants rely on the presupposition that only through a thorough examination of religious traditions on the 'margin' can we fully understand the textured meaning of American religious history as a sub-discipline. Privileging the founding stories and institutionalization of minoritized American religious groups, the course considers how subaltern voices have shaped and transformed American religious life.

Crosslisted as: RELIG-225NR

Applies to requirement(s): Humanities

M. Coleman-Tobias

GNDST-210SL Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'

Spring. 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-210WR Women and Gender in Philosophy and Religion:**'Womanist Religious Thought'**

Not Scheduled for This Year. Credits: 4

As a conceptual framework which reconsiders the rituals, scriptures, and allegiances of religious black women, womanist thought has expanded the interdisciplinary canon of black and feminist religious studies. This course is a survey of womanist religious scholars from multiple religious traditions: Christianity, Islam, Buddhism, and Yoruba-Ifa – as well as theorists who understand womanism as a "spiritual but not religious" orientation. Course participants will use the interpretive touchstones of cross-culturalism, erotics, earthcare, and health – among others – to examine contemporary womanist religious thought.

Crosslisted as: RELIG-246

Applies to requirement(s): Humanities; Multicultural Perspectives

M. Coleman-Tobias

GNDST-210YD The Gender of Yiddish

Not Scheduled for This Year. Credits: 4

Yiddish and questions of gender have a long history. The language was called "mame-loshn" (mother tongue); it was associated with home and family. Jewish women were the primary intended readers of Yiddish, beginning with religious literature for those who could not read Hebrew and developing into a modern, secular, often moralizing literature. Despite the strong connections between Yiddish and women, women writers have been marginalized and underestimated. This course will explore the gendered history of Yiddish, including through the lens of queer theory. We will also read English translations of literature by modern Yiddish women writers who are being rediscovered today through new translations and scholarly attention.

Crosslisted as: JWST-213, GRMST-213

Applies to requirement(s): Humanities

M. Cohen

Notes: Taught in English.

GNDST-212 Women and Gender in Social Sciences**GNDST-212EC Women and Gender in Social Sciences: 'Gender and Labor in the Global Economy'**

Spring. Credits: 4

Globalization has not only changed the way we consume: it has also profoundly transformed production and the nature of work across the globe. Using case-studies of employment and work in the agricultural, manufacturing and service sectors in a range of countries, this course analyzes the gender and class dimensions of these transformations, examines the contradictory tendencies inherent in these processes and explores alternatives for policy and action.

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

L. Pickbourn-Smith

Prereq: 4 credits in gender studies or in the social sciences.

GNDST-212RC Women and Gender in Social Sciences: 'Gender, Race, and Capitalism'*Spring. Credits: 4*

How does capitalism depend on gender, race and sexuality? In turn, how are gender, race, and sexuality defined through our economic lives? Why are women so often cast as the solution to poverty in the Global South? Is sex work distinct from other types of work? How can we think about the household as the fundamental socio-economic unit in light of queer and feminist critiques of the nuclear family? In this course, we will examine these types of intersections, taking our cue from an interdisciplinary social science literature featuring feminist political economists, theorists of racial capitalism, economic sociologists and anthropologists, and scholar-activists. We will think through both the large scale of global macroeconomic systems, as well as the microlevel of everyday life and culture. No prior background in economics or politics is assumed. After considering the historical origins of capitalism, we will survey topics including work, social reproduction and care labor, debt, finance, development, and universal basic income.

Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Predmore

Prereq: 4 credits in gender studies or in the social sciences.

GNDST-221 Feminist and Queer Theory**GNDST-221QF Feminist and Queer Theory: 'Feminist and Queer Theory'***Fall and Spring. 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, S. Smith

Prereq: GNDST-101.

GNDST-221TR Feminist and Queer Theory: 'Feminist Transnationalities'*Fall. Credits: 4*

This course explores recent histories, contexts, debates, and representations of feminist thought and movement across national, political, and cultural domains. Through engagement with narrative, ethnographic, and artistic sources, we consider how coalitions and solidarities have been built, in resistance to gendered and racialized oppressions, that not only challenge dominant feminist discourses but also reimagine possibilities for antiracist and anticolonial worldmaking. Topics include Black feminist internationalism, Marxist and socialist feminisms, migration and the politics of borders, trans inclusivity, as well as critiques of binaries such as west/east, local/global, and victim/agent.

Applies to requirement(s): Humanities; Multicultural Perspectives

S. Russell

Prereq: GNDST-101.

GNDST-241 Women and Gender in Science**GNDST-241HP Women and Gender in Science: 'Feminist Health Politics'***Not Scheduled for This Year. 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-241HR Women and Gender in Science: 'Feminist Engagements with Hormones'*Not Scheduled for This Year. Credits: 4*

This course takes a transdisciplinary and multi-sited approach to explore the social, political, biocultural, and legal complexities of hormones. Hormones "appear" in many discussions about reproductive and environmental justice, identity, health and chronicity. But what are hormones? What are their social, political and cultural histories? Where are they located? How do they act? The course will foster active learning, centering feminist pedagogies of collaborative inquiry. Examples of topics to be explored are: transnational/transcultural knowledge production about hormones; hormonal relations to sexgender, natureculture, bodymind; and hormone-centered actions and activism.

Crosslisted as: ANTHR-216HM

Applies to requirement(s): Social Sciences

J. Luce

Prereq: 4 credits in gender studies.

GNDST-241PH Women and Gender in Science: 'Pharmocracy: Empire by Molecular Means'*Not Scheduled for This Year. Credits: 4*

Since the 1950s, the pharmaceutical industry – one of the world's largest economic sectors and a core constituent of globalized corporate power – has built a transnational empire that controls not only gender, sex, health, food chains, science, politics, stock markets, and private/public distinctions, but has completely changed what it means to be human or animal. We will study these transformations, and how pharmocracy produces knowledge through experimentation on impoverished humans and animals. In the context of the post-9/11 legal emergency frameworks, pharmocracy is also the nearly impenetrable tangle between pharma, academia, public health, and the military biosecurity bureaucracies.

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive

C. Gundermann

4 credits in Gender Studies, Critical Social Thought, Critical Race and Political Economy, Anthropology, Sociology, History, Environmental Studies, Biology, or Geography.

GNDST-241RA Women and Gender in Science: 'Rethinking Aids'*Fall. Credits: 4*

Many aspects of COVID-19 have their roots in the 1980s AIDS epidemic – politically, scientifically, culturally. A careful reexamination of the mainstream narrative of the HIV/AIDS phenomenon and the history from which it emerged is therefore urgent. The course will focus on the unprecedented scientific narratives around HIV and AIDS, as well as their continuation into present-day Africa, on the backdrop of advances in immunology, virology, and genetics. It will also scrutinize the burgeoning political and neoliberal economic constellations later known as pharmacocracy, which appropriated and weaponized novel radical forms of activism that had emerged from within gay minority culture.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Gundermann**Prereq: 4 credits in Gender Studies, CRPE, Anthropology, Sociology, Environmental Studies, Psychology, Neuroscience, Biology, FMT, History.***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'***Spring. 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: CRPE-339**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**R. Hwang**Restrictions: This course is open to juniors and seniors**Prereq: One course in Gender Studies or Critical Social Thought at the 200 level or above.***GNDST-333AE Advanced Seminar: 'Race, Gender and Sexual Aesthetics in the Global Era'***Not Scheduled for This Year. Credits: 4*

Reading across a spectrum of disciplinary focuses (e.g. philosophies of aesthetics, post-structural feminisms, Black cultural studies, and queer of color critique) this course asks the question what is the nature of aesthetics when it negotiates modes of difference? This course explores the history and debates on aesthetics as it relates to race, gender, and sexuality with particular emphasis on Black diaspora theory and cultural production. Drawing on sensation, exhibitions, active discussion, observation, and experimentation, emphasis will be placed on developing a fine-tuned approach to aesthetic inquiry and appreciation.

*Crosslisted as: ARTST-380AE**Applies to requirement(s): Humanities; Multicultural Perspectives**S. Smith**Prereq: 8 credits in Gender Studies.***GNDST-333BW Advanced Seminar: '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, 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.

*Crosslisted as: SPAN-330BW**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.***GNDST-333CF Advanced Seminar: 'Free Them All: Abolition Feminism and Anticarceral Action Research'***Not Scheduled for This Year. Credits: 4*

This course will center the activism, theories and praxis of abolition feminism. We will collectively study how interpersonal violence (gender, racial, sexual, ableist) is intertwined with state violence (from domestic policing to militarism abroad). Through investigating the legal history of the criminalization of survivors alongside mainstream antiviolence research and statistics, we will challenge the use of criminological binaries such as victim/perpetrator and violent/nonviolent. Partnering with coalitions like Survived and Punished National, this course is structured by a series of anti-carceral action research projects such as contributing to active survivor defense campaigns.

*Crosslisted as: CRPE-371**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning, Writing-Intensive**R. Hwang**Prereq: Two courses in Gender Studies or Critical Social Thought at the 200 level or above.*

GNDST-333EC Advanced Seminar: 'Gender and Economic Development in the Global South'*Spring. Credits: 4*

This course explores the complex relationships between economic development and gender inequality in the global South. Students will be introduced to the theoretical frameworks and debates that shape the analysis of gender and economic development and will draw on these frameworks to analyze interactions between gender relations and economic development policies and processes in different contexts.

Topics include the household as a unit of analysis; the gender division of labor: paid and unpaid work: the feminization of the labor force in the global economy; poverty; asset inequality; the informal economy; environmental governance; microfinance; and migration.

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

Other Attribute(s): Writing-Intensive

L. Pickbourn-Smith

Restrictions: This course is open to juniors and seniors

Prereq: GNDST-101.

GNDST-333EG Advanced Seminar: 'Eggs and Embryos: Innovations in Reproductive and Genetic Technologies'*Not Scheduled for This Year. 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'*Not Scheduled for This Year. 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.

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-333ER Advanced Seminar: 'Theorizing Eros'*Not Scheduled for This Year. Credits: 4*

The erotic is a rich site of queer feminist thinking about the costs of the imposition of sexuality as an interpretive grid. The course begins with the study of sexuality as a knowledge system, with a focus on racial and colonial histories of sexuality, then moves on to considerations of the erotic. In both Lordean and Foucauldian genealogies, eros operates as a set of possibilities, or capacities – for pleasure, joy, fulfillment, satisfaction – that exceed "sexuality" and can inspire ways of rethinking nature, need, and relationality. Lynne Huffer, L.H. Stallings, Adrienne Marie Brown, Sharon Holland, and Ela Przybylo, among others, help us think capaciously about what the erotic can do.

Applies to requirement(s): Humanities

A. Willey

Prereq: 8 credits in Gender Studies or Critical Social Thought.

GNDST-333FM Advanced Seminar: 'Latina Feminism(s)'*Not Scheduled for This Year. Credits: 4*

In this seminar, we will explore the relationship between Latina feminist theory and knowledge production. We will examine topics related to 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. Our goal is to develop a robust understanding of how Latina feminist methodologies and epistemologies can be tools for social change.

Crosslisted as: CRPE-323

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

V. Rosa

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: 8 credits in Latina/o Studies, Gender Studies, Critical Social Thought, or Critical Race and Political Economy.

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, Writing-Intensive

C. Flanders

Prereq: PSYCH-204 or GNDST-201.

GNDST-333HH Advanced Seminar: 'Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*'

Not Scheduled for This Year. 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

Prereq: 8 credits in Asian Studies or Gender Studies.

Advisory: Intended for East Asian Studies majors and Asian Studies minors.

GNDST-333KA Advanced Seminar: 'Korean American Feminist Poetry'

Not Scheduled for This Year. Credits: 4

Poetry by Korean American feminist writers has burgeoned in the 21st century with new generations of poets contributing to life of American letters. Reading works by Theresa Cha, Myung Mi Kim, Don Mee Choi, Mary-Kim Arnold, and others, we will discuss how each writer evokes racial and ethnic identity and intersections with gender and other political concerns, as well as the choices each poet makes regarding form and style. Students will gain insight into a great diversity of approaches to writing poetry and will create a portfolio of their own poems based on our discussions. Most classes will involve group critique of writing; several will involve visits with our authors. All are welcome.

Crosslisted as: ENGL-361KA

Applies to requirement(s): Meets No Distrib. Rqmt; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

A. Hong

Prereq: ENGL-201.

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 the history of exclusionary housing policies in the United States. By exploring a range of topics (affordability, ownership, gentrification, etc), we will develop a sharper understanding of why housing is one of the most pressing issues for Latinas/os/x today.

Crosslisted as: CRPE-356

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-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.

Applies to requirement(s): Humanities

C. Gundermann

Prereq: 8 credits in Gender Studies, CST, CRPE, Environmental Studies, Anthropology, Sociology, History, Psychology, or Neuroscience.

GNDST-333MT Advanced Seminar: 'Digital Intimacies'

Not Scheduled for This Year. Credits: 4

Drawing on intersectional feminist theories of gender, sexuality, and affect, this course looks at digital modes of interpersonal communication that inform emerging senses of intimacy. We will examine digital performances of race, ethnicity, gender, sexuality, ability and disability, with attention to the technical infrastructures and industrial policies that shape access and engagement in digital worlds. Our study will address digital representations of the body, tensions between anonymity and authenticity, socially networked surveillance, and the personal and political sensibilities that digital intimacies inspire.

Crosslisted as: FMT-330MT

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive, Writing-Intensive

L. Cornfeld

Prereq: 8 credits in Film, Media, Theater.

GNDST-333MX Advanced Seminar: 'Media and Sexuality'

Fall. Credits: 4

Sex and sexuality are frequently at the forefront of innovation in media and technology, from the beginnings of photography, film, and video to the rise of the internet, artificial intelligence, and big data. Combining critical frames from Media Studies and Sexuality Studies, this seminar investigates what happens when media and sexuality intersect. We will ask how media and technology bolster new forms of sexual expression, communication, and embodiment. And, at the same time, we will examine how emerging technologies enable new modes of social regulation and surveillance. Throughout, we will foreground queer, trans, and feminist perspectives on media histories and digital futures.

Crosslisted as: FMT-330MX

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive

L. Cornfeld

Prereq: 8 credits in FMT or Gender Studies.

GNDST-333PA Advanced Seminar: 'Natural's Not in It: Pedro Almodóvar'
Spring. 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 related to gender, sexuality, consumer culture, authenticity, and authorship.

Crosslisted as: SPAN-340PA, FMT-330PA

Applies to requirement(s): Humanities

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.

GNDST-333PG Advanced Seminar: 'Who's Involved?: Participatory Governance, Emerging Technologies and Feminism'

Not Scheduled for This Year. Credits: 4

Deep brain stimulation, genome sequencing, regenerative medicine...Exploring practices of 'participatory governance' of emerging technologies, we will examine the formal and informal involvement of citizens, patients, health professionals, scientists and policy makers. What initiatives exist at local, national and transnational levels to foster science literacy? How do lived experiences of nationality, ability, class, race, ethnicity, gender and sexuality become visible and/or disappear within constructed frameworks of participatory governance? How can feminist ethnographic research and feminist theory contribute to a larger project of democratizing knowledge production and governance?

Crosslisted as: ANTHR-316PG

Applies to requirement(s): Social Sciences

J. Luce

Prereq: 8 credits in gender studies or anthropology.

GNDST-333QH Advanced Seminar: 'Queering the Horror: Collective Memory, Political Violence, and Dissident Sexualities in Latin American Narratives'

Not Scheduled for This Year. Credits: 4

The bloody dictatorships that took place in the Southern Cone and the armed conflicts in Colombia, Guatemala and Peru during the 20th century left behind a legacy of political violence and collective trauma. These states themselves became sadistic death machines, where bodies became territories of punishment and discipline as well as of struggle, resistance, and difference. We will analyze how recent cultural production (film, novel, short stories, and theater) along with theoretical texts imagine and represent those "body struggles" through queer and female bodies, and how they replace the masculine icons of the left-wing militants and the state military terrorists.

Crosslisted as: SPAN-350QH

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-333QM Advanced Seminar: 'The Queer Early Modern'

Fall. Credits: 4

This course combines early modern texts with various related secondary readings that will enable students to better understand the way that sexuality—both normative and nonnormative—was portrayed and interpreted in Renaissance literature. As we progress through the course, we will discuss what defines queer history and histories of sexuality, how the history of sexuality in the past informs the present, and, ultimately, the ways in which we can use early modern literature to better understand ourselves today. Course texts will include Christopher Marlowe's *Edward II*, John Lyly's *Galatea*, Shakespeare's sonnets, and the poetry of Aemilia Lanyer and Katherine Philips.

Crosslisted as: ENGL-382QM

Applies to requirement(s): Humanities

C. Mahaffy

Restrictions: This course is open to juniors and seniors

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

Applies to requirement(s): Humanities

S. Mrozik

Prereq: 8 credits in Religion, Gender Studies, or Critical Race and Political Economy.

GNDST-333SE Advanced Seminar: 'Black Sexual Economies'

Spring. Credits: 4

At once viewed as a dysfunction of normative ideas about sexuality, the family, and the nation, Black sexualities are intimately linked to and regulated by political and socioeconomic discourses. Slavery studies scholars remind us of how it has proven foundational for modern notions of race and sex by making explicit links between labor and exploitation. Thus, this course moves through themes such as slavery historicity, intersections between Black feminisms and Black sexualities, sexual labor/work, pleasure, and the erotic, in order to consider the stakes of our current critical approaches to Black sexual economies and interrogate its silences and possibilities.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive, Writing-Intensive

S. Smith

Prereq: Two courses in Gender Studies or Africana Studies.

GNDST-333SJ Advanced Seminar: 'Art, Public Space, and Social Justice Activism'

Not Scheduled for This Year. Credits: 4

What are some ways that art can disrupt oppressive structures of power? This course explores the ways in which contemporary artists for centuries have responded to the call for political change and social justice, particularly with regards to issues of race, gender, sexuality, class, and ability. Drawing from interdisciplinary and intersectional perspectives, we will examine the role of visual and performance art within public spaces in shaping and furthering social movements and protest. Some possible themes and issues include public memory, artistic citizenship, counterpublics, "material" and "immaterial" artistic forms, and the collective impact of art activism on the social imagination.

Applies to requirement(s): Humanities; Multicultural Perspectives
S. Russell

Prereq: 8 credits in Gender Studies.

GNDST-333SS Advanced Seminar: 'Gender and Class in the Victorian Novel'

Not Scheduled for This Year. Credits: 4

This course will investigate how gender and class serve as structuring principles in the development of the Victorian novel in Britain, paying attention to the ways in which the form also develops in relation to emerging ideas about sexuality, race, nation, and religion. Novelists include Bronte, Dickens, Eliot, and Gaskell and we will read examples of domestic fiction, detective fiction, social realist novels, and the Victorian gothic.

Crosslisted as: ENGL-323

Applies to requirement(s): Humanities

A. Martin

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in English.

Notes: meets English department 1700-1900 requirement

GNDST-333TH Advanced Seminar: 'Transforming Harm and Mutual Aid: A Transformative Justice Lab'

Not Scheduled for This Year. Credits: 4

The overall goal of this course is to make explicit connections between mutual aid and transformative justice, and the intertwined place-based and community histories in which these interventions continue to be made. Students will leave with a grounded understanding of the connections, tensions and differences between transformative justice and restorative justice and criminal justice. Alongside Dean Spade's *Mutual Aid Building Solidarity During This Crisis (and the Next)*, students will be introduced to the radical history of mutual aid-- learning the difference between "charity" and "solidarity" -- and how mutual aid might interrupt systemic to interpersonal harm.

Crosslisted as: CRPE-372

Applies to requirement(s): Humanities

Other Attribute(s): Community-Based Learning

R. Hwang

Prereq: A 200-level course in Gender Studies, Critical Social Thought, or Critical Race and Political Economy.

GNDST-333TX Advanced Seminar: 'Abolition and Radical Textiles'

Fall. Credits: 4

How do the topics of abolition and textiles come together? Marginalized communities have historically used folkloric, textile arts and material culture to amplify abolitionist causes. From secret quilt codes of the Underground Railroad to an abolitionist community sustained by a silk mill in Florence, Massachusetts how might thinking *with* textiles intervene on patriarchal systems rooted in rigidity, isolation and punishment? From the social devaluation of domesticized and feminized labor of weaving, quilting, sewing to banners, students will theorize and experiment with textiles, leaving with a grounded understanding of how textiles/fibers can and have played an essential role in the history of abolition.

Crosslisted as: CRPE-373, ARTST-380TX

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive, Writing-Intensive, Community-Based Learning

R. Hwang, S. Smith

Prereq: 8 credits in Critical Race and Political Economy, Gender Studies, and/or Art Studio.

GNDST-333WE Advanced Seminar: 'Weird Feelings: Unsettling Latin American Short Fiction'

Fall. Credits: 4

In this course we will read and discuss a group of short stories written by contemporary female, queer and trans Latin American authors. These stories deal with (among other weird feelings and states) the uncanny, the unsettling and the horror of daily life as well as processes of becoming, embodiment and disidentification. This course considers the intersections of identity and imagination, race, gender, and class. Special attention is given to the way in which these writings depict oppression and resilience and how they reinvent the Latin American short story writing tradition. Authors may include Ivan Monalisa, Guadalupe Nettel, Mariana Enriquez, Camila Sosa, and Claudia Salazar.

Crosslisted as: SPAN-330WE

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-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 and critical social thought. Majors with diverse interests, perspectives, and expertise will have the opportunity to reflect on, and share with each other, the significance of their major education in relation to their current and past work, their capstone or senior projects, their academic studies as a whole, and their engagements outside of academia. Course readings and discussion will be shaped by students in collaboration with the instructor.

Crosslisted as: CRPE-392

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive

S. Smith

Restrictions: This course is limited to seniors.; This course is limited to CST or Gender Studies majors.

GNDST-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Geography (GEOG)

GEOG-105 World Regional Geography

Fall and Spring. 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-202 Cities in a Global Context

Not Scheduled for This Year. 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
The department*

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
D. Hanaan Dinko*

GEOG-205 Mapping and Spatial Analysis

Fall. 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
E. Marcano*

GEOG-206 Political Geography

Fall. Credits: 4

Systemically 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
K. Surprise*

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

Spring. 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. Marcano*

Advisory: Proficiency with computers and quantitative data analysis

GEOG-223 Development Geography

Spring. Credits: 4

This course explores the major trends and changes in development theory and their bearings on development policy and practice, critically discussing concepts of development and the emergence and evolution of paradigms in development thinking. We will explore what and who drives (under)development, where (location and scales), and what can be done. The course integrates hands-on experiential learning through case studies and guest lectures to enable students to analyze what theoretical foundations informed past and current development thinking and their prospects and limits.

*Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive, Writing-Intensive
D. Hanaan Dinko*

GEOG-224 Atmosphere and Weather

Fall. 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
M. Allen*

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

Not Scheduled for This Year. 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. Marcano

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

The department

Restrictions: This course is open to juniors and seniors

Prereq: Any 200-level Geography course.

GEOG-312 Seminar in Geography

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

Not Scheduled for This Year. 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

The department

Restrictions: This course is open to juniors and seniors

Prereq: 4 credits in a related 200-level social science course.

GEOG-314 China in the Global South

Fall. Credits: 4

China is at the heart of development in the 21st century. In other words, it is impossible to understand the twenty-first century without understanding China. But is China a partner or a neocolonial exploiter in the Global South? How can we make sense of China's current record of infrastructure lending in Africa or the recent uptick in China-Africa trade? What is the geography of China's economic statecraft in Africa? To provide some answers, we will explore the on-the-ground realities of China's increasingly complex engagement with developing countries in aid, trade, investment, agribusiness, and technology transfer. We will examine China's emerging role by focusing on the spatial economic statecraft and geostrategic politics of Chinese capital flow.

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

Other Attribute(s): Speaking-Intensive, Writing-Intensive

D. Hanaan Dinko

Restrictions: This course is open to juniors and seniors

Prereq: 4 credits in Geography or a related 200-level social science course.

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-331 Water, People, and Politics in the Anthropocene

Spring. Credits: 4

Water is not simply a natural biophysical element that flows neutrally through landscapes. In this course, we will focus on the political, ecological, and historical dimensions of human water use in a changing climate. Throughout the course, we will examine ways in which water crises are produced and play out at various scales, ranging from the macro (global) to the micro (household) and human body. We will begin by strengthening our foundational understanding of water resources and laws that affect distribution, quality, use, and sustainability. Then, we'll dig deeper into the complexities that link water, people, and politics. In the last weeks of the course, we'll work on applying these ideas to dissect real-world issues such as the Flint and the Jackson water crisis. We'll also think about how to harness the newest and best ideas to sustainably and inclusively meet societal and ecological water needs now and in the future.

Applies to requirement(s): Social Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

D. Hanaan Dinko

Restrictions: This course is open to juniors and seniors

Prereq: One course in geography or one related social science course.

GEOG-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Geology (GEOL)

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

GEOL-105 Introduction to Geology Change'

GEOL-105CC Introduction to Geology: 'Climate Change'

Fall. Credits: 4

This course is about past, present, and future global climate and environmental change. We will discover how the climate system works, how the climate has evolved over geologic time, and what might be in store for us in the future - as human population grows, landscapes are modified and greenhouse gas concentrations increase in our atmosphere. We will study some of the biggest climate events in Earth's history and will come to appreciate how rapid changes currently underway compare to the natural range and pace of climatic variability. The course will provide students with an up-to-date assessment of 1) how the climate system works, 2) to what extent humans are causing climate change, 3) what the consequences of those changes might be, and 4) what can be done to mitigate the most adverse effects of those changes.

Applies to requirement(s): Math Sciences

K. Kanamaru

Coreq: GEOL-105CCL.

GEOL-107 Environmental Geology

Not Scheduled for This Year. 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

The department

GEOL-116 Art in Paleontology

Not Scheduled for This Year. Credits: 4

Paleontological art brings ancient organisms back to life. In this course we will consider the role that "PaleoArt" itself plays as a mode of scientific discovery. Beginning with an analysis of the pioneering paleoart of Charles R. Knight, we will examine how paleoartists have uncovered key information about prehistoric life well in advance of its recognition by the scientific community. In a collaborative class project, we will identify the best and most representative works for a possible display somewhere on campus. For individual final class projects, students may choose between a research paper and presentation, and their own paleontological artwork in any visual medium. For the latter, students will be able to utilize resources of the Fimbel Maker and Innovation Lab.

Applies to requirement(s): Math Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

M. McMEnamin

GEOL-126 The Cambrian Explosion

Not Scheduled for This Year. 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

Notes: May be taken for 200-level credit with permission of instructor.

GEOL-133 Mass Extinction, Dinosaurs and Ecological Recovery

Not Scheduled for This Year. 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-137 Dinosaurs

Not Scheduled for This Year. Credits: 4

The first dinosaur fossils to be recognized in North America, footprints of the creatures, were found in South Hadley. The very first dinosaur species described by a woman researcher, and one of the most ancient dinosaur species in the United States (*Podokesaurus holyokensis*), was discovered close to the Mount Holyoke campus. In this course we will learn the main types of non-avian dinosaurs, compare them to other ancient and modern vertebrates, assess their relationship to birds, debate their physiology (cold-blooded or warm blooded?), examine the ecology of the world they inhabited, and by means of field work, rock drilling and excavation, resume the search for a new specimen of *Podokesaurus*. To complete the final project, students will select a dinosaur species and study its geological age, geographic distribution, environmental preferences, ecological roles, feeding and reproductive strategies, and body form as they review the history of attempts to reconstruct their adopted dinosaur.

Applies to requirement(s): Math Sciences

Other Attribute(s): Speaking-Intensive

M. McMenamin

GEOL-141 Making the Past: Geosciences in the Makerspace

Not Scheduled for This Year. 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 Sculptris, 3D printing and other tools to improve our understanding of the morphologies and activities of ancient organisms, while gleaning 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

Spring. 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.

Applies to requirement(s): Math Sciences

C. Pless

Coreq: GEOL-201L.

Advisory: Students must have either a one-year high school earth science class or any 100- or 200-level geology course or GEOG-107.

GEOL-202 History of Earth

Fall. 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: the geologic time scale, significant events in earth history, ice ages and greenhouse atmospheres, continental drift, extinctions and radiations of flora and fauna, the geology of the anthropocene, and absolute and relative dating of rocks. Oral presentations and writing assignments focus on the design and testing of earth science hypotheses, and critical analysis of recently published research on earth history.

Applies to requirement(s): Math Sciences

M. Markley

Prereq: One 100-level Geology course.

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 (i.e. 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

A. Werner

Prereq: One 100-level Geology course. Coreq: GEOL-203L.

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

M. Markley

Prereq: Any 100-level Geology course.

Advisory: Comfort with geometry and trigonometry required.

GEOL-211 Uranium

Not Scheduled for This Year. 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 explores 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 Sedimentology

Not Scheduled for This Year. 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-229 Hydrology and Hydrogeology: Hydrological Cycle, Surface, and Groundwater Movement*Spring. Credits: 4*

This course will introduce students to water science where we investigate the hydrological cycle, water distribution on the earth's surface and subsurface at the continental and catchments scale. We will study atmospheric processes such as precipitation, evapotranspiration, and surface runoff to understand how it affects the quantity and quality of potable water availability. Students will learn and practice introductory level groundwater calculations which are mathematical equations that describe the flow and storage of water.

*Applies to requirement(s): Math Sciences**M. Allen***GEOL-295 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***GEOL-321 The Science of Paleontology***Not Scheduled for This Year. Credits: 4*

Our understanding of the fossil record is critical for today, as it helps us to comprehend the current state of the planet and its inhabitants. Using a variety of tools and techniques, this course will provide you with a one semester apprenticeship in paleontological science. We will examine the morphology, evolution, survivorship, paleogeography and ecological relationships of ancient organisms. Our subjects will include plants, invertebrate animals, and vertebrate animals, with examples ranging from the Precambrian to the Pleistocene. We will address quantitative questions in paleontology by means of Excel and R Studio.

*Applies to requirement(s): Math Sciences**M. McMenamin**Prereq: Two college-level science courses.***GEOL-322 Petrology***Fall. Credits: 4*

This course covers mineralogical and chemical compositions, classification, genesis and mode of occurrence of igneous and metamorphic rocks. The structure of the course is a lab course, focusing on the methodology and analytical techniques used to study rock specimens.

*Applies to requirement(s): Math Sciences**C. Pless**Prereq: GEOL-201. Coreq: GEOL-322L.***GEOL-326 Climate Change: Polar Places and Spaces***Not Scheduled for This Year. Credits: 4*

Earth's polar environments have undergone rapid change during the 21st century and scientists have generated important new data and made groundbreaking insights (<https://tinyurl.com/45u7h9x7/>). Using real data, diverse material types, and a range of activities, we have been selected to "Beta-test" education modules designed to teach polar science and polar exploration. Every module uses a combination of 360-degree interactive environment(s), GIS, and other materials to provide students with authentic scientific data and the opportunity to dive into the field experience. According to the PolarPass website, "Each module explores a specific theme, provides a series of units within that theme to walk students through discovery. Learning activities are designed to enhance students' geospatial skills and support development of a sense of polar place, even without traveling to these exciting environments." Note: this is an upper-level climate science course that will involve using real climate and proxy data to better understand past and present climate change. Human dimensions of climate change although incredibly important are not the focus of this course.

*Applies to requirement(s): Math Sciences**A. Werner**Prereq: GEOL-203 or ENVST-200.***GEOL-333 Structural Geology and Orogenesis***Spring. 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.

*Applies to requirement(s): Math Sciences**M. Markley**Prereq: 8 credits from Geology including GEOL-201. 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-342CC Seminar in Geology: 'Global Effects of Climate Change'*Spring. Credits: 4*

Climate change is shifting the historical climate due to temperature increases and changing weather patterns. Historical monitoring of atmospheric gases has shown that anthropogenic contributions since the Industrial Revolution are the leading causes. Today, the effects of climate change vary by location and are most visible in weather patterns, where some locations are becoming wetter or dryer. The global temperatures of land surfaces and oceans have increased over time, and these shifts have also directly affected biodiversity and human activity. This discussion-based seminar aims to cover peer-reviewed articles on the effects of climate change in different regions of the world.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**M. Allen**Prereq: 8 credits in the sciences.*

GEOL-342DV Seminar in Geology: 'Death Valley Field Course'

Not Scheduled for This Year. 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 2021. 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

The department

Instructor permission required.

Prereq: Two geology courses.

GEOL-342WA Seminar in Geology: 'Water Issues Worldwide'

Fall. Credits: 4

Potable water is in much higher demand worldwide because of climate change. This seminar discusses research publications about the problems contributing to current water insecurity. Lectures will focus on assigned weekly readings that discuss each issue, case studies in multiple countries, and the analytical methods used for analyses. In addition, students will be required to complete weekly written assignments and a research project where they will apply the gained knowledge. The structure of this course will be beneficial to students who plan on attending graduate school in the STEM fields.

Applies to requirement(s): Math Sciences

M. Allen

Prereq: 8 credits in the sciences.

GEOL-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

German Studies (GRMST)

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

Other Attribute(s): Speaking-Intensive

C. McNally

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

C. McNally

Prereq: GRMST-101, or see department for placement. Coreq: GRMST-102L.

Advisory: It is recommended that students have taken GRMST-101, or the equivalent. Incoming students who have not taken German at Mount Holyoke should take the placement exam to determine proper course level.

Notes: Requires conversation session (50 minutes). Labs will begin the week after classes start.

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

C. McNally

Coreq: GRMST-201L.

Advisory: It is recommended that students have taken GRMST-101 and GRMST-102, or GRMST-103, or the equivalent. Incoming students who have not taken German at Mount Holyoke should take the placement exam to determine proper course level.

GRMST-205 Decentering Europe: An Introduction to Critical European Studies

Spring. 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.

Crosslisted as: HIST-255DE

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive, Writing-Intensive

C. McNally

GRMST-213 The Gender of Yiddish

Not Scheduled for This Year. Credits: 4

Yiddish and questions of gender have a long history. The language was called "mame-loshn" (mother tongue); it was associated with home and family. Jewish women were the primary intended readers of Yiddish, beginning with religious literature for those who could not read Hebrew and developing into a modern, secular, often moralizing literature. Despite the strong connections between Yiddish and women, women writers have been marginalized and underestimated. This course will explore the gendered history of Yiddish, including through the lens of queer theory. We will also read English translations of literature by modern Yiddish women writers who are being rediscovered today through new translations and scholarly attention.

Crosslisted as: JWST-213, GNDST-210YD

Applies to requirement(s): Humanities

M. Cohen

Notes: Taught in English.

GRMST-221 German Culture and Histories

Topics in German Culture and Histories examine historical, cultural, political and social developments that continue to frame debates surrounding German identity.

GRMST-221CW German Culture and Histories: 'Crafting Witches: Tracing the Historical Persecution of Racialized and Gendered Bodies Through Accusations of Witchcraft'

Not Scheduled for This Year. Credits: 4

This course focuses on the persecution of people accused of witchcraft, beginning with European pagan religions and the spread of Christianity; the "Burning Times" in early modern Europe, and 17th-century New England. We examine the connections between the persecution of those accused of witchcraft and the oppression of colonized subjects through global perspectives, looking at aspects of persecution that illuminate broad ideas about race and gender that arose concurrently with colonization and capitalism. Course materials include readings and film examining witch persecutions from contemporary feminist and postcolonial perspectives.

Applies to requirement(s): Humanities; Language

Other Attribute(s): Speaking-Intensive, Writing-Intensive

C. McNally

Prereq: GRMST-201.

Notes: Taught in German.

GRMST-221DE German Culture and Histories: 'Decolonial Approaches to German Culture'

Not Scheduled for This Year. Credits: 4

This course revisits German cultural production (textual and visual representation) through the lens of decolonial practices. We explore how modes of power, transnational exchange, cultural upheaval, and constructions of identity from the mid-18th century to the present are represented in German-speaking realms, both real and imaginary. What role does colonialism play in shaping early and present-day German national identities? How do particular historical movements, events, and narratives create multifaceted constructions of race, gender, and ethnicities? We will address these questions and others through case studies of pivotal moments in German history.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives
Other Attribute(s): Speaking-Intensive, Writing-Intensive*

K. Remmler

Advisory: Recommended German 201 or higher. Students who have not taken a German language course at Mount Holyoke are required to take the German Language Placement Exam.

Notes: Taught in German. Can be taken for 300-level credit with permission of instructor.

GRMST-221GN German Culture and Histories: 'The Graphic Novel in Germany: Histories and Identities in Words and Pictures'

Not Scheduled for This Year. Credits: 4

In this course we will read a selection of German-language graphic novels, including Nora Krug's 2018 *Heimat: Ein deutsches Familienalbum*, Birgit Weyhe's 2016 *Madgermanes* and Simon Schwartz's 1983 *Drüben!*. We focus on themes such as the representation of the Holocaust, reunification and migration and we examine the graphic novel as a unique literary genre that has garnered controversy in recent history. We will analyze the relationships between visual art and texts, as well as gain an understanding of how to read the graphic novel.

*Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive*

C. McNally

Coreq: GRMST-221L.

Advisory: GRMST-101, GRMST-102, and GRMST-201 or equivalent.

Notes: Taught in German.

GRMST-221PM German Culture and Histories: 'The Politics of Memory'

Spring. Credits: 4

How should the site of a former concentration camp be preserved? How do we remember the Holocaust in daily life, in film and literature, and within the context of other atrocities? This course will address the relationship between history, memory and identity by considering modes of commemoration through the narratives of fiction, testimonial literature, photography and film. While considering how literature, architecture and film process individual and collective memory, our approach will be comparative and interdisciplinary with an emphasis on relevant social and cultural events.

*Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive*

C. McNally

Prereq: GRMST-201.

Notes: Taught in German.

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-223AR Topics in German Studies: 'The Art and Science of Revolution in German Cultures from 1789 to the Present'

Not Scheduled for This Year. Credits: 4

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

*Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive*

K. Remmler

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-223FR Topics in German Studies: 'Fascism, Gender and Sexuality: Gender and Far-Right Movements in 20th Century Europe'

Not Scheduled for This Year. Credits: 4

This course explores the use of gender in historical and contemporary fascist movements, examining the ways in which fascist movements construct images of "masculine" and "feminine" to shape ideology. We will look at the rhetoric of gender equity to enforce regression and oppression systems, and how these rhetorics are used as tools to enforce xenophobic and racist narratives against immigrants to the United States and Europe. This course will incorporate theoretical readings from political and social histories of 20th century Europe, gender and sexuality, as well as media sources like film, journalism and social media.

*Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive*

C. McNally

Prereq: GRMST-221.

Notes: Taught in German.

GRMST-223MG Topics in German Studies: 'Migration and Belonging in German Cultures'

Fall. Credits: 4

What does it mean to belong? Who gets to decide who belongs? This course will explore ideas on belonging in the German-speaking context from the perspectives of marginalized communities. Through close-readings and analyses of visual images, narratives, and films produced by or about the experiences of migrants, refugees and people of color in Germany from the 18th century to the present, this seminar re-imagines the German literary canon to include those voices that are typically marginalized in cultural discourse.

*Applies to requirement(s): Humanities; Language
Other Attribute(s): Speaking-Intensive, Writing-Intensive*

C. McNally

Prereq: GRMST-201 or equivalent. Coreq: GRMST-223MGL.

Notes: Taught in German.

GRMST-231 Topics in German and European Studies in a Global Context

An introduction to critical analysis of narrative and visual texts, cultural representation and production. Courses are taught in English.

GRMST-231HC Topics in German and European Studies in a Global Context: 'Remembering the Holocaust in Global Perspectives'*Not Scheduled for This Year. Credits: 4*

This seminar explores the impact of different cultural forms of remembering the Holocaust within a global perspective. At the same time that the European Holocaust continues to be remembered, subsequent genocides and related mass violence around the globe are being remembered through multiple forms of memorialization, such as art, film, memorials, and narratives that mirror particular material and virtual forms of remembering the Holocaust. We explore how the interrelationship between Holocaust remembrance and other atrocities drives discussions about subsequent genocides, current antisemitism and racism, and forms of remembering violence.

*Crosslisted as: JWST-225HC**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Remmler*

Notes: Taught in English. Students interested in developing their German language speaking skills in conjunction with this course are encouraged to enroll in the 2-credit discussion section GRMST-295-02.

GRMST-231HH Topics in German and European Studies in a Global Context: '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, JWST-225HH**Applies to requirement(s): Humanities**J. King***GRMST-231TR Topics in German and European Studies in A Global Context: 'Translation Theory and Practice in Jewish Literature'***Fall. Credits: 4*

This course examines translation as a mode of cultural transmission, creativity, and theoretical inquiry for Jewish literature and thought. Topics include: translation as a means of mediating access to the sacred; women's roles as readers and creators of translations; enduring debates about what may be "lost" in translation; and whether translation into "Global English" helps or hurts the survival of literatures in Yiddish, Ladino, and other minoritized languages. Students put theory into practice by reading translations of Jewish literature critically and comparatively and by producing their own translations.

*Crosslisted as: JWST-219, ENGL-217TJ**Applies to requirement(s): Humanities**M. Cohen***GRMST-231YN Topics in German and European Studies In a Global Context: 'Yiddish Nation: Language as Homeland'***Not Scheduled for This Year. Credits: 4*

For roughly 1000 years Ashkenazi Jewish culture has existed in exile. Since these stateless people were living in diaspora, without a sovereign territory, the Yiddish language itself became a symbolic homeland. This course will explore how some Yiddish-speaking Jews embraced their stateless existence not as a historic tragedy but as a revolutionary form of identity called diaspora nationalism. We will explore Yiddish cultural identity through literature, music, film, and politics. We will read works of history and cultural theory and seek points of intersection with other migrant, refugee, stateless, and diasporic cultures.

*Applies to requirement(s): Humanities**M. Cohen*

Notes: All readings will be in English, prior knowledge of Yiddish is not required.

GRMST-295 Independent Study*Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.***GRMST-325 Advanced Seminar in Transnational and Transdisciplinary German Studies***Not Scheduled for This Year. Credits: 4*

What constitutes contemporary German culture within global perspectives? How might we apply critical race theory, critical social theory, ethnic studies, and queer studies, in order to interpret trajectories of German cultures, histories, and memories? Building on interdisciplinary close-readings of German-speaking cultural production ranging from novels to documentary film, students develop a research topic that spans the humanities, sciences, and/or social sciences. Students may build on previous scholarly work in German studies and other disciplines, community-based learning, internships, and/or learning abroad to consider major concepts, issues, or problems in an original manner.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Remmler*

Prereq: Open to all students who have completed the equivalent of GRMST-223, have been placed into a 300-level course based on the placement exam, or with permission of the instructor.

Notes: Taught in German. Required seminar for German majors and highly recommended for minors.

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 analysis of narrative and visual texts, cultural representation and production. Courses are taught in English.

GRMST-231HC Topics in German and European Studies in a Global Context: 'Remembering the Holocaust in Global Perspectives'

Not Scheduled for This Year. Credits: 4

This seminar explores the impact of different cultural forms of remembering the Holocaust within a global perspective. At the same time that the European Holocaust continues to be remembered, subsequent genocides and related mass violence around the globe are being remembered through multiple forms of memorialization, such as art, film, memorials, and narratives that mirror particular material and virtual forms of remembering the Holocaust. We explore how the interrelationship between Holocaust remembrance and other atrocities drives discussions about subsequent genocides, current antisemitism and racism, and forms of remembering violence.

Crosslisted as: JWST-225HC

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive, Writing-Intensive

K. Remmler

Notes: Taught in English. Students interested in developing their German language speaking skills in conjunction with this course are encouraged to enroll in the 2-credit discussion section GRMST-295-02.

GRMST-231HH Topics in German and European Studies in a Global Context: '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, JWST-225HH

Applies to requirement(s): Humanities

J. King

GRMST-231TR Topics in German and European Studies in A Global Context: 'Translation Theory and Practice in Jewish Literature'

Fall. Credits: 4

This course examines translation as a mode of cultural transmission, creativity, and theoretical inquiry for Jewish literature and thought. Topics include: translation as a means of mediating access to the sacred; women's roles as readers and creators of translations; enduring debates about what may be "lost" in translation; and whether translation into "Global English" helps or hurts the survival of literatures in Yiddish, Ladino, and other minoritized languages. Students put theory into practice by reading translations of Jewish literature critically and comparatively and by producing their own translations.

Crosslisted as: JWST-219, ENGL-217TJ

Applies to requirement(s): Humanities

M. Cohen

GRMST-231YN Topics in German and European Studies In a Global Context: 'Yiddish Nation: Language as Homeland'

Not Scheduled for This Year. Credits: 4

For roughly 1000 years Ashkenazi Jewish culture has existed in exile. Since these stateless people were living in diaspora, without a sovereign territory, the Yiddish language itself became a symbolic homeland. This course will explore how some Yiddish-speaking Jews embraced their stateless existence not as a historic tragedy but as a revolutionary form of identity called diaspora nationalism. We will explore Yiddish cultural identity through literature, music, film, and politics. We will read works of history and cultural theory and seek points of intersection with other migrant, refugee, stateless, and diasporic cultures.

Applies to requirement(s): Humanities

M. Cohen

Notes: All readings will be in English, prior knowledge of Yiddish is not required.

History (HIST)

There was an error generating on this page links.

100-Level Regional Surveys

HIST-124 History of Modern South Asia, 1700 to the Present

Fall. 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

A. Medhi

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.

Meets history department's pre-1750 requirement.

HIST-141 Introduction to Modern African History

Not Scheduled for This Year. Credits: 4

This course provides an introduction to African history over the past three centuries. Venturing beyond the stereotypes, we will explore the complex histories that constitute a diverse continent. Special attention is given to spotlighting the voices of African people through a range of primary and secondary sources, including memoirs, film, music, cartoons, speeches and photography. Students will gain knowledge of African geographies and histories, develop the skill of primary source analysis, and be able to connect events in – and narratives of – present-day Africa to a deeper historical past.

Applies to requirement(s): Humanities; Multicultural Perspectives

The department

HIST-142 Introduction to Pre Colonial African History

Not Scheduled for This Year. Credits: 4

This course surveys the social, political and economic history of Africa from earliest times to 1750. We will consider developments in early significant units of the continent such as Ethiopia, Kush, Zimbabwe, and Egypt. We will focus on themes such as human origins, agriculture, migration, Islam, gender, slavery and the transatlantic slave trade. By the end of the course, students will have a sound understanding of key developments in African history from ancient times to the eve of European expansion in Africa.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

The department

Notes: Meets history department's 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-161 British Empire and Commonwealth

Spring. Credits: 4

This course is an introduction to the expansion, consolidation, and eventual disintegration of the British Empire in the nineteenth and twentieth centuries. We will examine this history with an eye to understanding the causes and legacies of empire. We will discuss British attitudes and policies toward empire and the imperial foundations of the British economy. Cutting an arc of territory from the Caribbean to Africa and from South Asia to the Pacific rim, we will consider the role of culture and gender in informing anticolonial resistance. We will interrogate how legacies of colonialism manifest in the contemporary period by shaping post-colonial identities and perceptions of the world.

Applies to requirement(s): Humanities; Multicultural Perspectives

A. Medhi

HIST-170 The American Peoples to 1865

Fall. Credits: 4

This course surveys the history of Indigenous worlds, colonial projects, enslavement, and the contested transformation of lives and communities in North America through the U.S. Civil War. How did settler political and economic strategies shape the land and life upon it? How did Native people and people of African descent claim sovereignty, create new bonds, and partake in the creation of new nations in landscapes of violence and subjugation? Topics include cross-cultural encounters; competing religious and social visions; the formation of the United States and the evolution of its political system; gender and sexuality; the development of racial capitalism; and the coming of the Civil War.

Applies to requirement(s): Humanities; Multicultural Perspectives

P. Dawson

Notes: meets history department pre-1750 requirement

HIST-171 The American Peoples Since 1865*Spring. Credits: 4*

This course introduces the history of Native North America and the United States from the latter half of the 19th century to the present. Themes include the consolidation of the U.S. nation and of the reservation system; struggles over land, settlement, and citizenship; the transformations of the federal government and of capitalism; the evolution of racial, gendered, and class hierarchies; and changing forms of domestic life, work, politics, social protest, and cultural expression from Reconstruction through the coronavirus pandemic. How have ideas about democracy, heritage, blackness, immigration, and criminality shaped the possibilities of national existence and self-determination?

*Applies to requirement(s): Humanities; Multicultural Perspectives**D. C. Smith***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**D. Barrios-Beltrán***200-Level Courses: Themes and Periods****HIST-208 The Consumer Revolution: A History of Shopping***Spring. Credits: 4*

This seminar surveys the history of shopping from the seventeenth to early-twentieth century. From its origin as a term for wastefulness, consumption is now understood as an essential feature of prosperity in modern society. How did shopping change over this period to occupy such an important place in our world? Using primary, secondary and material sources, students will examine the commodities, shopping habits, business strategies, consumer politics, marketplaces, and identities that shaped and sustained the rise of retail. Set primarily in a European context, the course will also emphasize the global and imperial dimensions of consumption and the systems of power that enabled it.

*Applies to requirement(s): Humanities**D. Fitz-Gibbon**Prereq: 4 credits in history.***HIST-213 History of Turtle Island: Introduction to Native North America***Fall. Credits: 4*

This course surveys the history of Turtle Island, or Native North America, from origins to the present day. It provides an introduction to the many hundreds of diverse Nations across the continent through the use of specific case studies, as well as Indigenous methodologies and interdisciplinary methods such as oral history, art and material culture, literature, film, and more. This course covers themes such as land, sovereignty, survivance, gender, kinship, race, identity, diplomacy, and colonialism.

*Applies to requirement(s): Humanities; Multicultural Perspectives**P. Dawson**Notes: Meets history department's pre-1750 requirement.***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**Restrictions: Course limited to sophomores, juniors and seniors**Advisory: First-year students who have taken HIST-124 may join with instructor permission.***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: CLAS-226**Applies to requirement(s): Humanities**G. Sumi**Notes: meets history department pre-1750 requirement***HIST-227 Ancient Greece***Not Scheduled for This Year. 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: CLAS-227**Applies to requirement(s): Humanities**G. Sumi**Notes: meets history department pre-1750 requirement*

HIST-228 Ancient Rome*Fall. 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: CLAS-216**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-236 Turtle Island Stories and Thought***Spring. Credits: 4*

Using interdisciplinary and Indigenous methodologies, this course explores Native American (hi)stories, philosophies, and thought. This course explores the benefits of using Indigenous stories to gain a better understanding of the histories and futures of Turtle Island. We will use specific case studies to take a close look at various stories, historical methodologies, and wisdom found in a variety of Nations and communities across Turtle Island (Native North America).

*Applies to requirement(s): Humanities; Multicultural Perspectives**P. Dawson***HIST-239 Topics in Asian History****HIST-239CD Topics in Asian History: 'Chinese Diasporic Communities in the World: Race, Empire, and Transnationalism'***Not Scheduled for This Year. Credits: 4*

This course examines the experiences of Chinese diasporic communities in Southeast Asia, the United States, and the Caribbean within the historical context of empire building, colonization, war, transnationalism, and globalization. The period covered spans from the 1600s to the present, and focus will be given to how dominant groups attempt to localize and discipline Chinese diasporic subjects and how the latter negotiate, manipulate, and challenge such efforts. Themes include racism, transnationalism, ethnicity, gender, class, empire, and nationalism.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**R. Chu***HIST-239EN Topics in Asian History: 'Empire, Nation, and the Making of Tribes in South Asia'***Not Scheduled for This Year. Credits: 4*

This course will explore the history of colonial and post-colonial encounters with various 'tribal' communities in South Asia. In colonial and post-colonial settings, the tribe has served as a category for military surveillance and pacification, legal regulation, economic development, and political resistance. Drawing mainly on examples from South Asia and engaging theoretical frames from the Middle East, Africa, Australia, and Canada, we will consider how colonial and post-colonial governments, missionaries, and tribal populations themselves have invoked tribe. Readings for the course will include scholarly monographs and articles, ethnographic accounts, and missionary records.

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Medhi***HIST-239GF Topics in Asian History: 'Global Food and Local Tastes in Modern East Asia'***Not Scheduled for This Year. Credits: 4*

This 200-level history seminar studies the changing relationship between people and food on a global scale, but the main regional focus is East Asia. Course materials include but are not limited to the following topics: how does food define and transform social and cultural attitudes and everyday life? What role have governments and markets played in shaping what humans grew in the field? What has impacted local tastes in a given region? How has the emergence of restaurants, fast food, and supermarkets shaped the way humans have thought about food and nutrition? Can you recreate a dish from a recipe?

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Wu**Notes: All readings are in English. Meets history department's pre-1750 requirement.***HIST-239HH Topics in Asian History: 'History of Humans and Other Living Beings'***Not Scheduled for This Year. Credits: 4*

This course investigates the relationships that humans have developed with other living beings in history. Course materials explore how humans have interacted with wild animals, domesticated some, imagined them in literary works, exploited animal labor, used them in scientific research, trained animals to perform, and co-lived with some as pets. These topics will help us think about how humans have developed ideas about animals and humans ourselves. The course will introduce histories worldwide with a specific focus on East Asia. Students who take this course must do research projects on East Asian topics, though comparative themes are welcome.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**L. Wu**Notes: All readings are in English. Meets history department's pre-1750 requirement.*

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 formed 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'

Spring. 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-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-245 Topics in African History**HIST-245EU Topics in African History: 'European Expansion in Africa'**

Not Scheduled for This Year. Credits: 4

Between the 1870s and 1910s, Africa was conquered by and divided among European powers. Why were European powers interested in informal and formal control of Africa? Why were they in competition with one another? How did Africans respond to European conquest and rule? What were the impacts of colonial rule in Africa? This course answers these and many other questions. The course is divided into two phases. The first focuses on the activities of the European powers in the late nineteenth century. The second examines the post-conquest period and examines African responses to the European conquests and rules in the early twentieth century.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive, Writing-Intensive

The department

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: 4 credits in History.

HIST-245MW Topics in African History: 'Modern West Africa, 1800 to the Present'

Not Scheduled for This Year. Credits: 4

This course examines historical developments in the West African sub-region from 1800 through colonial period to the formation of the Economic Community of West African States. The course focuses on themes such as the abolition of the slave trade, legitimate trade, European expansion, and colonial rule, and examines the social, political, economic, and cultural changes in West Africa during the period. This course will place Africans at the center of historical development. By studying these important themes, students will have a sound understanding of key developments that shaped Modern West Africa and appreciate the problems and potentials of West Africa.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive, Writing-Intensive

The department

HIST-245SV Topics in African History: 'Slavery and Emancipation in Africa'

Not Scheduled for This Year. Credits: 4

Slavery and emancipation is a broad theme in the history of the modern world. The study of this theme has usually been centered on the Atlantic world and the focus has always been on the enslavement of Africans in the Americas. Yet, slavery was a global phenomenon. Slavery has been one of the most common historical settings in all regions of the world. This course focuses on Africa and examines the meanings and nature of slavery, methods of enslavement, slave use in Africa, internal and external slave trades, the place of women, slave resistance, abolition, and the persistence of slavery in Africa during the colonial rule. We will compare slavery in Africa and other regions of the World.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

The department

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: 4 credits in History.

HIST-247 Mountains and Modernity*Spring. Credits: 4*

From the Himalayas in South Asia to Mexico's Chiapas and from North Carolina's Grandfather Mountain to the Uluru in Australia's Northern Territory, mountains represent more than just a geographical feature. They have been long viewed as transcendental spaces, served as a canvas for epic struggles between humans and nature, shaped cultural attitudes and been at the heart of political struggles. This course traces the history of various political and cultural meanings attached to mountains. Using examples from around the globe, it seeks to argue that rather than a metaphor for remoteness and primitivism, mountains are constitutive to our understanding of modernity.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Medhi***HIST-252 History of Money***Not Scheduled for This Year. 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-255 Ideas and Society in Europe****HIST-255DE Ideas and Society in Europe: 'Decentering Europe: An Introduction to Critical European Studies'***Spring. 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.

*Crosslisted as: GRMST-205**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. McNally***HIST-257 City Life in Modern Europe, 1750-1914***Not Scheduled for This Year. Credits: 4*

"Our age is ... the age of great cities," wrote Robert Vaughan in 1843.

Many Europeans questioned whether the greatness of cities was such a good thing, but most agreed that the history of nineteenth-century Europe could not be written without them. We will examine that history from the perspective of Europe's largest cities between the mid-eighteenth and early-twentieth centuries. Readings will explore the process of urban transformation, the new forms of experience and identity that emerged in city life, and the efforts of governments, social reformers, planners and engineers to control and discipline the new urban masses.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Fitz-Gibbon***HIST-259 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? Has her vision persisted or been overturned? We will examine the conditions, assumptions, and exclusions that formed Mount Holyoke and the arrangements of power and struggles for justice that shaped it during and after Lyon's lifetime. Topics include settler colonialism and missionary projects; northern racism and abolitionism; industrial capitalism and the evolution of social classes; debates over women's education, gender, and body politics; religious diversity; and efforts to achieve a just and inclusive campus. Includes research based on primary sources.

*Crosslisted as: GNDST-206MA**Applies to requirement(s): Humanities**M. Renda**Restrictions: Course limited to sophomores, juniors and seniors*

Prereq: Either 8 credits in history or 4 credits in history and 4 credits in either gender studies or critical social thought. All other interested students may apply with an email to the instructor.

*Notes: Available for 300-level credit***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, GRMST-231HH**Applies to requirement(s): Humanities**J. King*

HIST-262 Stalinism in Central Europe*Fall. 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.

*Crosslisted as: JWST-225ST**Applies to requirement(s): Humanities**J. King***HIST-267 The Country and the City***Not Scheduled for This Year. Credits: 4*

During the Cold War, as tensions raged between the U.S. and Soviet Union, policymakers of both ideological persuasions oversaw rural development projects across the Third World. Their actions were premised on knowledge that villages were underdeveloped places. Mainly a colonial idea, this thought also had curious antecedents such as the Indian anti-colonialist Gandhi who saw villages as reservoirs of tradition and bulwarks against modernity. This course questions the received wisdom of this dichotomy. Drawing on classic works and case studies from Asia, Africa, and Latin America, it asks how the city and countryside became symbols for understanding social and economic development.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**A. Medhi***HIST-276 U.S. Women's History Since 1890***Spring. Credits: 4*

This course considers the historical evolution of women's private lives, public presence, and political engagement within and beyond the borders of the United States, from the 1890s to the present. How have U.S. racism, consumer capitalism, immigration, and changing forms of state power shaped women's experiences and possibilities? How have regimes of gender, sexuality, bodily comportment, and reproduction evolved in relation to national and global changes? Emphasis will be placed on the experiences and perspectives of working-class women, women of color, and Indigenous women.

*Crosslisted as: GNDST-206US**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Renda***HIST-277 History of Energy***Spring. Credits: 4*

We live in an age of energy crises, in which the future of energy is questioned in countless headlines and Twitter feeds. These concerns often include 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.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Fitz-Gibbon**Prereq: 4 credits in history.**Advisory: This course will be of particular interest to students in history and environmental studies and to those interested in the social study of science and technology.***HIST-279 Modern Civil Rights Movement***Not Scheduled for This Year. Credits: 4*

Sit-ins, marches, strikes, Supreme Court decisions, and the passing of landmark legislative acts filled the news headlines across the country during the 1950s and 1960s. This introductory-level survey course will examine the diverse strategies and philosophies of political, social and cultural figures that led to and fueled the modern civil rights movement in America. By drawing on a range of primary sources such as films, organizational records, and memoirs, this course will explore the origins of the movement, well-known and lesser-known protests and activists to reveal how anti-war efforts, gay and lesbian liberation, neighborhood rights, ethnic nationalism and even grassroots conservatism laid claim to the rhetoric and tactics of the civil rights movement.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Smith***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.

*Applies to requirement(s): Humanities; Multicultural Perspectives**D. Smith**Notes: meets history department pre-1750 requirement***HIST-282 African American History from Emancipation to the Present***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.

*Applies to requirement(s): Humanities; Multicultural Perspectives**D. C. Smith*

HIST-296 Topics: Women in History**HIST-296NT Women in History: 'Histories of Native American Women' Not Scheduled for This Year. Credits: 4**

This course explores the histories of Native American women, from origins to the present day. This course also introduces students to Indigenous methodologies. We will look at topics such as origin stories, Indigenous feminism, the fur trade, Removal, reservations, and Missing and Murdered Indigenous People. Major themes include kinship, community, gender, race, material culture, sovereignty, reproduction, matrilineal societies, survivance, and diplomacy.

Crosslisted as: GNDST-206NT

Applies to requirement(s): Humanities; Multicultural Perspectives
Other Attribute(s): Writing-Intensive

P. Dawson

Notes: Meets history department's pre-1750 requirement.

300-Level Colloquia

HIST-301 Colloquia**HIST-301CS Colloquium: 'Capitalism in South Asia'**

Not Scheduled for This Year. Credits: 4

The recession of 2008 has drawn scholars to the subject of long-term capitalist transformation around the globe. Examining the phenomenon that is 'global capitalism,' they have studied its effects on markets, structures of government, and increasingly, the environment. A global approach, however, is inadequate for understanding the particular lifeworlds shaped by capitalism at the local and regional levels. This colloquium uses examples from South Asia to emphasize how capitalist transition in the region was entangled with developments elsewhere, yet asserted a quite distinctive influence in areas of trade, agriculture, property norms, law, labor relations, migration, and consumption.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

A. Medhi

Restrictions: This course is open to juniors and seniors

Instructor permission required.

Prereq: 4 credits in History.

Advisory: Application and permission of instructor required.

Research Seminars

HIST-327 Mayhem Under Nazi Rule: Who Whom, Why and How?

Spring. Credits: 4

Nazi tyranny inspired heroic opposition across Europe, but also attracted many collaborators. Some resisters engaged in mass murder of their own. Many Germans embraced the fascist regime, but far from all. Working often against stereotypes and myths, historians have occasionally dug up deeply controversial truths and complexities about the Second World War. Ranging from France to Ukraine and from the 1930s to the present, this course probes both a mayhem-filled past and postwar national reckonings with it. Each student will help to frame one of the weekly discussions with a short essay, and will complete a substantial research essay by the end of the semester.

Crosslisted as: JWST-350MA

Applies to requirement(s): Humanities

J. King

Instructor permission required.

Prereq: 8 credits in History, written application, and permission of instructor.

Notes: Application required. See "Forms and Applications" on the History department website (<http://tinyurl.com/historydeptpage/>).

HIST-331 Topics in Asian History**HIST-331WF Topics in Asian History: '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.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

L. Wu

Restrictions: This course is open to juniors and seniors

Prereq: One course on East Asian history, culture, politics, or language.

Notes: meets history department pre-1750 requirement

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-341 Topics in African History**HIST-341DC Topics in African History: 'Decolonization and the Civil Rights Movement'**

Not Scheduled for This Year. Credits: 4

This course explores pan-African collaborations between the continental Africans and the African Diaspora during the age of decolonization and the Civil Rights Movement. It examines key developments in the global black movement with a focus on (de)segregation, the Civil Rights Movement, decolonization, and the Black Power Movement. Through readings and discussions, students who complete this course will come to understand the contributions of continental Africans to the Civil Rights Movement in the United States and the responses of the African Diaspora to social, political, and economic conditions in post-colonial Africa.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive, Writing-Intensive

The department

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in History or 4 credits in History and 4 credits in Africana Studies.

HIST-357 History of British Capitalism

Not Scheduled for This Year. Credits: 4

This is a research seminar, designed to introduce students to classic and recent debates on the "history of capitalism" and to support original research on a broad array of topics related to the social and cultural history of economic life. Rather than take British capitalism 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 economic life by gender, class and race.

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive, Writing-Intensive

D. Fitz-Gibbon

Restrictions: This course is open to juniors and seniors

Prereqs: 4 credits in History.

HIST-358 Oral History Seminar

Spring. Credits: 4

This course introduces students to oral history. We will discuss oral history from a variety of perspectives and think about ethics, memory, community histories, and the lives of stories. We will include oral history approaches from diverse communities across Turtle Island/ North America. Students will conduct oral history interviews and write a research paper.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive, Community-Based Learning

P. Dawson

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in history.

HIST-372 Material Cultures of Turtle Island/North America

Not Scheduled for This Year. Credits: 4

This course explores the histories of material culture on Turtle Island/ North America from origins to the present day. We will explore the stories that live inside objects and the relationships people have with material culture. We will explore case studies from a variety of cultures, including Indigenous, Euro-American, and African-American perspectives, but with a heavy emphasis on Indigenous material cultures. Students will be exposed to a variety of research methodologies for studying material culture. This course will culminate in the production of a substantial research paper.

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive, Writing-Intensive

P. Dawson

Restrictions: This course is open to juniors and seniors

Prereqs: 8 credits in History.

Notes: Meets history department's pre-1750 requirement.

HIST-381 Topics in Recent American History**HIST-381BE Recent American History: 'Black Labor Since Emancipation'**

Fall. Credits: 4

This research seminar will attempt to accomplish two goals; to examine some of the significant issues in the history of African American workers since Emancipation and to introduce you to some of the most recent scholarship addressing those issues. We will begin with general studies of the history of capitalism in the U.S. and Black workers then proceed to a study of: 1) The role of Black labor in several industries, 2) Black women as workers, 3) Black labor and the Black power movement and 4) Herbert Hill's critiques of organized labor and the labor history establishment. As a key part of this course, students will prepare a significant primary-source research paper.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive, Writing-Intensive

D. Smith

Restrictions: This course is open to juniors and seniors

Prereq: 8 credits in history.

HIST-383 Research Seminar in North American History: From Unsettled to Reconstruction

Spring. Credits: 4

From the sixteenth to the nineteenth century, how was America both settled and unsettled? How did Indigenous peoples and newcomers build and rebuild lives, communities, and possibilities for the future? We will consider themes of settlement, unsettlement, creation, violence, and rebuilding as we examine early contact between Indigenous and European peoples, trans-oceanic relationships, migration, slavery, the state, war, post-Civil War Reconstruction, and other topics students select. We will focus on research practices that produce insight into the ways people lived in their bodies, on the land, and with one another. Students' efforts will culminate in the production of a substantial research paper.

Applies to requirement(s): Humanities

M. Renda

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: 8 credits in History.

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 (IR)

Course Offerings

IR-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

IR-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Courses Approved for International Relations Focus Fields

Global Commons

Code	Title	Credits
Economics		
ECON-325	Economics of Health Care and Health Service Organizations	4
Environmental Studies		
ENVST-210	Political Ecology	4
ENVST-346	Global Environmental Politics Governance	4
ENVST-347	Environmental Geopolitics and Security	4
Geography		
GEOG-105	World Regional Geography	4
GEOG-202	Cities in a Global Context	4
GEOG-204	Human Dimensions of Environmental Change	4
GEOG-208	Global Movements: Migrations, Refugees and Diasporas	4
GEOG-313	Third World Development	4
GEOG-328	Climate Migration	4
History		
HIST-247	Mountains and Modernity	4
HIST-257	City Life in Modern Europe, 1750-1914	4
HIST-277	History of Energy	4
Politics		
POLIT-232	Introduction to International Political Economy	4
POLIT-366	Global Migration	4
POLIT-380	Nationalism and Ethnic Politics	4
Spanish		
SPAN-330SL	Advanced Studies in Identities and Intersections: 'Spain and Islam'	4
SPAN-350MG	Advanced Studies in Concepts and Practices of Power: 'Spanish Migrations'	4

International Institutions

Code	Title	Credits
Environmental Studies		
ENVST-346	Global Environmental Politics Governance	4
History		
HIST-124	History of Modern South Asia, 1700 to the Present	4
HIST-239EN	Topics in Asian History: 'Empire, Nation, and the Making of Tribes in South Asia'	4

HIST-244	European Public Policy, West and East	4
HIST-252	History of Money	4
HIST-260HH	Topics in the Recent History of Europe: 'The Habsburgs, Hitler, and the Law'	4
HIST-327	Mayhem Under Nazi Rule: Who Whom, Why and How?	4
HIST-357	History of British Capitalism	4

Politics

POLIT-208	Chinese Politics	4
POLIT-247	International Law and Organization	4
POLIT-267	The Politics of Finance and Financial Crises	4
POLIT-363	Political Economy of the European Union	4

Russian & Eurasian Studies

RES-240	Contemporary Russian Politics: From Lenin to Putin	4
---------	--	---

Spanish

SPAN-230GV	Identities & Intersections: An Introduction: 'Gendered Violence from Medieval to Contemporary Spain'	4
SPAN-330SL	Advanced Studies in Identities and Intersections: 'Spain and Islam'	4

International Peace and Security

Code	Title	Credits
Economics		
ECON-325	Economics of Health Care and Health Service Organizations	4
Environmental Studies		
ENVST-347	Environmental Geopolitics and Security	4
History		
HIST-240	The Holocaust in History	4
HIST-262	Stalinism in Central Europe	4
Politics		
POLIT-209	Contemporary Russian Politics	4
POLIT-216	Middle East Politics	4
POLIT-218	Israel/Palestine: Fact/Fiction	4
POLIT-224	The United States and Iran	4
POLIT-226	The United States, Israel, and the Arabs	4
POLIT-270	American Foreign Policy	4
POLIT-314	Political Violence: Causes and Solutions	4
POLIT-319	War: What Is It Good For?	4
POLIT-327	Transitional Justice	4
POLIT-366	Global Migration	4
POLIT-380	Nationalism and Ethnic Politics	4
POLIT-384	Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century	4

International Political Economy

Code	Title	Credits
Economics		
ECON-213	Economic Development	4
ECON-215	Economics of Corporate Finance	4
ECON-314	Globalization and Development	4
Environmental Studies		

ENVST-346	Global Environmental Politics Governance	4
-----------	--	---

Geography

GEOG-313	Third World Development	4
----------	-------------------------	---

History

HIST-208	The Consumer Revolution: A History of Shopping	4
----------	--	---

HIST-252	History of Money	4
----------	------------------	---

HIST-257	City Life in Modern Europe, 1750-1914	4
----------	---------------------------------------	---

HIST-277	History of Energy	4
----------	-------------------	---

HIST-301CS	Colloquium: 'Capitalism in South Asia'	4
------------	--	---

HIST-357	History of British Capitalism	4
----------	-------------------------------	---

Politics

POLIT-232	Introduction to International Political Economy	4
-----------	---	---

POLIT-267	The Politics of Finance and Financial Crises	4
-----------	--	---

POLIT-272	Trade and American Foreign Policy	4
-----------	-----------------------------------	---

POLIT-363	Political Economy of the European Union	4
-----------	---	---

International Ethics

Code	Title	Credits
------	-------	---------

Economics

ECON-314	Globalization and Development	4
----------	-------------------------------	---

Geography

GEOG-313	Third World Development	4
----------	-------------------------	---

History

HIST-230	History and Law	4
----------	-----------------	---

Politics

POLIT-247	International Law and Organization	4
-----------	------------------------------------	---

POLIT-272	Trade and American Foreign Policy	4
-----------	-----------------------------------	---

POLIT-305	International Society	4
-----------	-----------------------	---

POLIT-319	War: What Is It Good For?	4
-----------	---------------------------	---

POLIT-327	Transitional Justice	4
-----------	----------------------	---

POLIT-333	Just War and Jihad: Comparative Ethics of War and Peace	4
-----------	---	---

POLIT-342	Islamic Political Thought	4
-----------	---------------------------	---

POLIT-343	Law and Religion	4
-----------	------------------	---

POLIT-365	Ethics and International Relations	4
-----------	------------------------------------	---

Italian (ITAL)

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

M. Boccuti, 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

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

M. Boccuti, The department

Prereq: ITAL-101.

ITAL-113 Bridge to Italian 201 Part 2

Not Scheduled for This Year. 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

Fall. Credits: 4

After reviewing essential grammar and vocabulary, Intermediate Italian will expose students to new and more complex lexicon and communicative grammatical structures. Through authentic materials (videoclips, music, newspaper articles, websites etc.), the course emphasizes reading, writing, listening, and speaking. A realistic picture of modern Italy replaces stereotypical images of Italy with contemporary representation. Class time emphasizes group conversations and builds accurate use of the language in an interactive and dynamic way. Projects will give a solid foundation that provide opportunities for cultivating interests and help prepare students for more advanced study of Italian.

Applies to requirement(s): Humanities; Language

M. Svaldi

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. Uses newspapers, magazines, and literary texts to discuss issues and lifestyles concerning Italian society.

Applies to requirement(s): Humanities; Language

Other Attribute(s): Speaking-Intensive

O. Frau

Prereq: ITAL-201.

ITAL-213 Italian Excellence: Science, Arts, Design

Not Scheduled for This Year. Credits: 1

This course focuses on Italian excellence in the sciences, arts, and culture, with particular attention to fashion, design, the food industry, sustainability, the visual arts, and architecture. This course is multidisciplinary; students will be able to practice Italian while exploring connections between Italian culture and other disciplines. The course is student-centered, includes a digital project, and is taught using a wide variety of materials: articles, short stories, videos, documentaries, and social media. Designed primarily for the students who live on the Italian floor, the course aims to foster a sense of community and to expand students' perspectives and intellectual curiosity, whether they plan to study abroad or not.

Applies to requirement(s): Meets No Distribution Requirement

M. Svaldi

Prereq: ITAL-101 or ITAL-102.

Notes: Second half of semester.

ITAL-221 Introduction to Italian Culture and Literature I

ITAL-221FC Introduction to Italian Culture and Literature I: 'Italian Food Culture'

Not Scheduled for This Year. Credits: 4

This course explores food culture in Italian family and society. Food is essential for Italian culture, and the food industry is an important part of the Italian economy. We are going to explore and analyze the strong relationship between food, culture and business in modern Italian society, with examples ranging from Carlo Petrini's Slow Food movement, Eataly, food in ancient Roman times, food as autobiography, food in art, and the coffee revolution. We will read and discuss literary and historical texts, films, and cookbooks.

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive, Writing-Intensive

O. Frau

Notes: This course is primarily taught in English. Students who are interested in taking the course in Italian will have a weekly separate meeting. Please, reach out to ofrau@mholyoke.edu with any questions.

ITAL-221LC Introduction to Italian Culture and Literature I: 'Children Stories: 'Italian Children Culture: Italian Literature for Children 1800-Today'

Not Scheduled for This Year. Credits: 4

This course explores the development of Italian identity through books and stories aimed at children in the 1800s, 1900s, and today. From Collodi's *Pinocchio*, to Rodari's theory of story-telling, we will examine gender roles and narratives, racism, colonialism, and the influence of television, cinema, and social media.

Applies to requirement(s): Humanities

O. Frau

Notes: Taught in English. May be taken for 300-level credit in Italian with permission of instructor. Students who wish to take this course at the 300-level in Italian should expect an additional weekly meeting and different assignments.

ITAL-221WA Introduction to Italian Culture and Literature I: 'Power and the Italian Renaissance: Writers, Artists, Architects'

Fall. Credits: 4

What is the role of writers, artists, and intellectuals in society? Why are they called to actively participate in their communities' social and political life? Should they turn their works into instruments of propaganda, or should they instead lead public opinion and influence policymakers? In this course, we will investigate the intersections between political power and some of the most important works of medieval and Renaissance Italian literature, painting, sculpture, and architecture. Readings will include La Compiuta Donzella, Dante, Lorenzetti, Petrarch, Boccaccio, Leonardo, Isabella d'Este, Machiavelli, Elisabetta Gonzaga, Castiglione, and Moderata Fonte.

Applies to requirement(s): Humanities; Language

M. Boccuti

Restrictions: Course limited to sophomores, juniors and seniors

Prereq: ITAL-201.

Advisory: Second-semester first-year students may write to the instructor to seek permission.

Notes: Taught in Italian.

ITAL-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

ITAL-311 Advanced Topics in Italian**ITAL-311FA Advanced Topics in Italian: 'Fascism'**

Spring. Credits: 4

This course explores aspects of twentieth and twenty-first century culture in relation to Benito Mussolini's Fascist dictatorship. From Italian Futurism and imperialism, to Prime Minister Giorgia Meloni's historic political victory, we will follow the development of fascism and neo-fascism and discuss literary trends, architecture, activism and visual arts with some of the authors who lived through it.

Applies to requirement(s): Humanities

O. Frau

Restrictions: Course limited to sophomores, juniors and seniors

Notes: This course is primarily taught in English. Professor Frau organizes separate meetings with students who are interested in obtaining Italian credit. Please, reach out to ofrau@mtholyoke.edu with any questions.

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-361AV Seminar in Romance Languages and Cultures: 'About Vanguards and Revolutionary Ideas'

Spring. Credits: 4

This course addresses cultural relations between Latin America and Romance languages and cultures through the concept of vanguard: the Latin American poetic vanguardias of the early twentieth century and controversies with the Italian and Spanish vanguardias; the influence of the Négritude anti-colonial movement in Latin American decolonial thinking and the political avant-garde movements and guerrillas of the '60s and '70s; the intersections between French surrealism and Latin American magic realism; and the emergence of the Cinema Novo and New/Third Cinema (the vanguard of political cinema in Latin America) in the context of Italian neo-realism and the French nouvelle vague.

Crosslisted as: ROMLG-375AV, FREN-321AV, SPAN-360AV

Applies to requirement(s): Humanities; Language; Multicultural Perspectives A. Pitetta

Prereq: 8 credits at the 200 level in language or literature.

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.

ITAL-361MT Seminar in Romance Languages and Cultures: 'The Mind of the Traveler: Journeys, Expeditions, Tours'

Not Scheduled for This Year. Credits: 4

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

Crosslisted as: SPAN-360MT, FREN-321MT, ROMLG-375MT

Applies to requirement(s): Humanities; Language

O. Frau

Restrictions: This course is open to juniors and seniors

Advisory: For language majors; two courses in culture and literature at the 200-level.

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-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Jewish Studies (JWST)

JWST-112 Introduction to Judaism

Fall. 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; Multicultural Perspectives

M. Benjamin

JWST-203 Introduction to the Hebrew Bible

Spring. Credits: 4

This course examines the many different kinds of texts within the Hebrew Bible (Old Testament) including stories, legal codes, prophecies, proverbs, and poetry. We'll situate these texts in the context of the historical periods in which they were written and uncover the religious and political worldviews they articulate. Students trace the processes through which this diverse collection of ancient literature was gradually gathered together into something called a "Bible" and will reflect on how and why these texts have come to be interpreted in so many different ways over the course of the last two millennia.

Crosslisted as: RELIG-203

Applies to requirement(s): Humanities; Multicultural Perspectives

E. Branton

JWST-213 The Gender of Yiddish

Not Scheduled for This Year. Credits: 4

Yiddish and questions of gender have a long history. The language was called "mame-loshn" (mother tongue); it was associated with home and family. Jewish women were the primary intended readers of Yiddish, beginning with religious literature for those who could not read Hebrew and developing into a modern, secular, often moralizing literature. Despite the strong connections between Yiddish and women, women writers have been marginalized and underestimated. This course will explore the gendered history of Yiddish, including through the lens of queer theory. We will also read English translations of literature by modern Yiddish women writers who are being rediscovered today through new translations and scholarly attention.

Crosslisted as: GRMST-213, GNDST-210YD

Applies to requirement(s): Humanities

M. Cohen

Notes: Taught in English.

JWST-218 Yiddish Nation: Language as Homeland

Not Scheduled for This Year. Credits: 4

For roughly 1000 years Ashkenazi Jewish culture has existed in exile. Since these stateless people were living in diaspora, without a sovereign territory, the Yiddish language itself became a symbolic homeland. This course will explore how some Yiddish-speaking Jews embraced their stateless existence not as a historic tragedy but as a revolutionary form of identity called diaspora nationalism. We will explore Yiddish cultural identity through literature, music, film, and politics. We will read works of history and cultural theory and seek points of intersection with other migrant, refugee, stateless, and diasporic cultures.

Applies to requirement(s): Humanities

M. Cohen

Notes: All readings will be in English, prior knowledge of Yiddish is not required.

JWST-219 Translation Theory and Practice in Jewish Literature

Fall. Credits: 4

This course examines translation as a mode of cultural transmission, creativity, and theoretical inquiry for Jewish literature and thought. Topics include: translation as a means of mediating access to the sacred; women's roles as readers and creators of translations; enduring debates about what may be "lost" in translation; and whether translation into "Global English" helps or hurts the survival of literatures in Yiddish, Ladino, and other minoritized languages. Students put theory into practice by reading translations of Jewish literature critically and comparatively and by producing their own translations.

Crosslisted as: GRMST-231TR, ENGL-217TJ

Applies to requirement(s): Humanities

M. Cohen

Advisory: Knowledge of any language other than English is helpful but not required.

JWST-225 Topics in Judaism

JWST-225EC Topics in Judaism: 'Ecology, Crisis, and Renewal in Ancient Near Eastern Mythology'

Fall. Credits: 4

Environmental crises like global warming, deforestation, and pollution are pushing ecosystems to the brink of collapse and endangering populations around the globe. Our present, though challenging to an unprecedented degree, is not the first time humans have faced crises related to climate, depletion of natural resources, and mass migration. In this course, we'll delve into the culture and mythologies of ancient Mesopotamian, Egyptian, and Levantine societies to see how they understood their relationships with their indigenous ecosystems, how they interpreted natural disasters and anthropogenic environmental destruction, and how they imagined starting over again after the end of the world.

Crosslisted as: RELIG-225EC, CLAS-230EC

Applies to requirement(s): Humanities; Multicultural Perspectives

E. Branton

JWST-225HC Topics in Judaism: Remembering the Holocaust in Global Perspectives'

Not Scheduled for This Year. Credits: 4

This seminar explores the impact of different cultural forms of remembering the Holocaust within a global perspective. At the same time that the European Holocaust continues to be remembered, subsequent genocides and related mass violence around the globe are being remembered through multiple forms of memorialization, such as art, film, memorials, and narratives that mirror particular material and virtual forms of remembering the Holocaust. We explore how the interrelationship between Holocaust remembrance and other atrocities drives discussions about subsequent genocides, current antisemitism and racism, and forms of remembering violence.

Crosslisted as: GRMST-231HC

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive, Writing-Intensive

K. Remmler

Notes: Taught in English. Students interested in developing their German language speaking skills in conjunction with this course are encouraged to enroll in the GRMST-231HC-01 section of the course and in the 2-credit discussion section GRMST-295-02.

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, GRMST-231HH

Applies to requirement(s): Humanities

J. King

JWST-225PV Topics in Judaism: 'The Prophetic Voice from the Bible to the Present'

Fall. Credits: 4

Is speech primarily a vehicle for ideas or is it an action that shapes societies and catalyzes power relations? In this course, we'll examine kinds of speech that have always pushed the boundaries. Students explore depictions of prophets and prophetic speech in the Hebrew Bible and in early Jewish literature, and will analyze how this ancient mode of harnessing the power of words has been given new life in modern American society, from the Civil Rights movement to viral video content. In doing so, we'll explore different ways of thinking about speech, protest, and the power of words to change the world.

Crosslisted as: RELIG-225PV, CLAS-230PV

Applies to requirement(s): Humanities; Multicultural Perspectives

E. Branton

JWST-225ST Topics in Judaism: 'Stalinism in Central Europe'

Fall. 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.

Crosslisted as: HIST-262

Applies to requirement(s): Humanities

J. King

JWST-234 Women and Gender in Judaism

Not Scheduled for This Year. Credits: 4

This course examines gender as a key category in Jewish religious thought and practice. Students examine different theories of gender and intersectional feminisms, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources. Students work with the Judaica collection at the MHC Art Museum and consider material culture as a source for women's and gender studies. Topics may include: how Jewish practice and law regulate sexuality and desire; feminist, queer and trans methods of engaging patriarchal texts; methods of studying women and gender in Jewish cultures; racialization.

Crosslisted as: RELIG-234, GNDST-210JD

Applies to requirement(s): Humanities; Multicultural Perspectives

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-257 OMG: God and Her Critics, from the Bible to Ecological Crisis

Not Scheduled for This Year. Credits: 4

For a being often said to be immutable, God has been imagined in myriad, often contradictory, ways over the centuries – even within a single religious tradition. Using Jewish studies as a springboard, this course examines the idea of God through the writings of philosophers and poets, mystics and rationalists from ancient to contemporary times. Topics include: body/spirit dualism and feminist and ecological critique thereof; cross-cultural encounter, diaspora and cultural mixing as generative forces; superstition and other kinds of heterodoxy; and ritual performance.

Crosslisted as: RELIG-257

Applies to requirement(s): Humanities

M. Benjamin

Notes: Students who wish to take this course as a 300-level class in Jewish Studies may do so with permission of with the instructor.

JWST-269 Citizens and Subjects: Jews in the Modern World

Not Scheduled for This Year. 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

Applies to requirement(s): Humanities

M. Benjamin

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: This course is open to juniors and seniors

JWST-350 Special Topics in Jewish Studies**JWST-350HB Special Topics in Jewish Studies: 'The Human Body in Jewish Thought'**

Spring. Credits: 4

How have ancient and modern Jewish thinkers imagined the body, its purposes, and the diversity of embodied forms and experiences? In this course, students explore these themes through a range of textual case studies related to creation, ability and disability, appearance, gender and sexuality, aging, death, birth, and love. Through texts drawn from the full range of Jewish religious literature, we will also get to know some of the major Jewish textual corpora and the cultural contexts in which they developed. Throughout the course, we explore critiques of, engagements with, and renewals of these discourses from the perspective of contemporary feminist, Queer, and Disabled scholars.

Crosslisted as: RELIG-331HB

Applies to requirement(s): Humanities; Multicultural Perspectives

E. Branton

Prereq: 8 credits in humanities.

JWST-350MA Special Topics in Jewish Studies: 'Mayhem Under Nazi Rule: Who Whom, Why and How?'

Spring. Credits: 4

Nazi tyranny inspired heroic opposition across Europe, but also attracted many collaborators. Some resisters engaged in mass murder of their own. Many Germans embraced the fascist regime, but far from all. Working often against stereotypes and myths, historians have occasionally dug up deeply controversial truths and complexities about the Second World War. Ranging from France to Ukraine and from the 1930s to the present, this course probes both a mayhem-filled past and postwar national reckonings with it. Each student will help to frame one of the weekly discussions with a short essay, and will complete a substantial research essay by the end of the semester.

Crosslisted as: HIST-327

Applies to requirement(s): Humanities

J. King

Instructor permission required.

Prereq: 8 credits in History, written application, and permission of instructor.

Notes: Application required. See "Forms and Applications" on the History department website (<http://tinyurl.com/historydeptpage/>).

JWST-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Latin American Studies (LATAM)

LATAM Courses

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
D. Barrios-Beltrán

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-287DE Topics in Latin American Studies: 'Decolonizing Development'

Spring. Credits: 4

When and how did the notion of "development" emerge and spread? Why does nearly every country now aspire to it? What stigmas, hierarchies, and colonial logics does the term – along with "underdeveloped," "developing," and "behind" – mobilize? In the context of Latin America, the conceptual framework of development encounters significant complications not only with respect to material reality but also as a way of understanding place, time, and selfhood. In this course, students question conventional wisdom about development through the study of creative works by Latin American essayists, fiction authors, filmmakers, and painters.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive, Writing-Intensive
J. Crumbaugh

LATAM-287FM Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'

Spring. Credits: 4

A frame of mind typically refers to a disposition or perspective, but the term also suggests a shaping of perception and thought. Something has already "framed" our minds, delimiting the scope of the conceivable. But what? This course radically interrogates the frameworks that structure and constrain our minds. Students trace the history of commonplace understandings-in academia and the "real" world-of mental health, diversity, gender and sexuality, and economic development in order to upend and defamiliarize operative assumptions. Works by Wendy Brown, Michel Foucault, Coco Fusco, Byung-Chul Han, bell hooks, Paul Preciado, Boots Riley and others.

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-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

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-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Courses in Other Departments Counting toward the Minor in Latin American Studies

Code	Title	Credits
Anthropology		
ANTHR-216LA	Special Topics in Anthropology: 'Anthropology of Latin America'	4
ANTHR-216LT	Special Topics in Anthropology: 'Race and Religion in Latin America'	4
ANTHR-261	Cultures of Power in Mexico	4
ANTHR-316LA	Special Topics in Anthropology: 'Race and Religion in Latin America'	4
Critical Race & Political Econ		
CRPE-239	Latina/o/x Urbanism	4
CRPE-240BR	Intermediate Topics: 'Borderlands Film and Literature'	4
CRPE-240FD	Intermediate Topics: 'U.S. Latinx Foodways'	4
CRPE-244	The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas	4
CRPE-254	Nueva York	4
CRPE-261	Race, Racism, and Power	4
CRPE-340CH	Advanced Topics: 'Latinx Cultural History'	4
CRPE-352	Latina/o/x Studies in Action	4
CRPE-356	Latinas/os/x and Housing: Mi Casa Is Not Su Casa	4
CRPE-366	Disposable People: A History of Deportation	4
CRPE-374	Latinx Immigration	4
English		
ENGL-217LX	Topics in English: 'Latinx Literature in the U.S. and Beyond'	4
ENGL-361LP	Advanced Creative Writing Topics: 'Writing as Performance: Latinx and Latin American Poetry and Narrative'	4
Environmental Studies		
ENVST-339	Indigenous and Decolonial Ecologies	4
Film, Media, Theater		
FMT-230CN	Intermediate Courses in History and Theory: 'Latin American Cinema'	4
FMT-230LA	Intermediate Courses in History and Theory: 'Latin American Film History'	4
FMT-230LX	Intermediate Courses in History and Theory: 'Latinx Media'	4
FMT-330LP	Advanced Courses in History and Theory: 'Writing as Performance: Latinx and Latin American Poetry and Narrative'	4
French		

FREN-321AV	Genre Courses: 'About Vanguard and Revolutionary Ideas'	4	SPAN-360AV	Advanced Studies in Language and Society: 'About Vanguard and Revolutionary Ideas'	4
Gender Studies			SPAN-360LG	Advanced Studies in Language and Society: 'The Politics of Language'	4
GNDST-206BF	Women and Gender in History: 'The Historical-Grammar of Black Feminist Thought Across the Caribbean and the Americas'	4	SPAN-360SJ	Advanced Studies in Language and Society: '(Trans)Languaging Social Justice'	4
GNDST-333FM	Advanced Seminar: 'Latina Feminism(s)'	4			
GNDST-333MC	Advanced Seminar: 'Latinas/os/x and Housing: Mi Casa Is Not Su Casa'	4			
GNDST-333QH	Advanced Seminar: 'Queering the Horror: Collective Memory, Political Violence, and Dissident Sexualities in Latin American Narratives'	4			
GNDST-333WE	Advanced Seminar: 'Weird Feelings: Unsettling Latin American Short Fiction'	4			
History					
HIST-180	Introduction to Latin American Cultures	4			
Italian					
ITAL-361AV	Seminar in Romance Languages and Cultures: 'About Vanguard and Revolutionary Ideas'	4			
Latin American Studies					
LATAM-180	Introduction to Latin American Cultures	4			
LATAM-287FM	Topics in Latin American Studies: 'Frames of Mind: Tracking Power/Knowledge'	4			
Politics					
POLIT-243	Introduction to Latin American Politics	4			
POLIT-255PA	Gender and Power in Global Contexts: 'The Politics of Abortion in the Americas'	4			
POLIT-267	The Politics of Finance and Financial Crises	4			
Religion					
RELIG-225CQ	Topics in Religion: 'Colonialism Then and Now: Religion, Law, and Conquest'	4			
RELIG-331LA	Advanced Topics in Religion: 'Race and Religion in Latin America'	4			
Romance Lang. & Literature					
ROMLG-375AV	Seminar in Romance Languages and Cultures: 'About Vanguard and Revolutionary Ideas'	4			
Spanish					
SPAN-240CN	Visual Cultures, An Introduction: 'Latin American Cinema'	4			
SPAN-250LM	'concepts and Practices of Power: An Introduction: 'Making Latin America: From Independence to the Present'	4			
SPAN-260BL	Studies in Language and Society: An Introduction: 'Being Bilingual'	4			
SPAN-260CN	Studies in Language and Society: An Introduction: 'Spanish Across the Continents'	4			
SPAN-330WE	Advanced Studies in Identities and Intersections: 'Weird Feelings: Unsettling Latin American Short Fiction'	4			
SPAN-350MG	Advanced Studies in Concepts and Practices of Power: 'Spanish Migrations'	4			
SPAN-350QH	Advanced Studies in Concepts and Practices of Power: 'Queering the Horror: Collective Memory, Political Violence, and Dissident Sexualities in Latin American Narratives'	4			

Mathematics (MATH)

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): Math Sciences

T. Day

Instructor permission required.

Advisory: Permission of instructor. Send score from math online self-assessment and background information to Dylan Shepardson, dshepard@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

C. Bozeman, J. Paulhus, C. Rodriguez Avila

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

R. Quarles, D. Shepardson, D. Young

MATH-139 Cryptography: The Mathematics of Sending Secret Messages

Not Scheduled for This Year. Credits: 4

Cryptography is the study of secret communication between different groups of people. From 4,000 years ago in ancient Egypt when secret hieroglyphs were used to communicate the messages of royalty to today when credit card numbers are encrypted to be transmitted over the internet, cryptography has been a necessary part of human life. In this class we will discuss classical cryptography and some historical ciphers along with the mathematical concepts of the modern field. We will study public key cryptography, prime numbers, the discrete logarithm problem, the Diffie-Hellman key exchange, and RSA encryption. If time permits we will also discuss elliptic curve encryption. In particular, we will use the Python programming language and Jupyter notebooks to implement the encryption schemes that we study.

Applies to requirement(s): Math Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

M. Robinson

Notes: Students who have taken a 100-level Mathematics, Statistics, or Computer Science course can take this at the 200-level with permission of the professor.

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

L. Mrad, J. Paulhus

Prereq: MATH-102 or its equivalent.

MATH-206 Introduction to Proofs Through Analysis

Fall and Spring. Credits: 4

An introduction to abstract reasoning in the context of real analysis. Topics will be drawn from the real numbers, mathematical induction, functions, sequences, and continuity. The emphasis is on formal mathematical reasoning and writing through proofs.

Applies to requirement(s): Math Sciences

T. Chumley

Prereq: MATH-102 or above.

Advisory: Students may not take this course after completing MATH-301.

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

A. Hoyer-Leitzel, C. Rodriguez Avila

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

R. Quarles, D. Shepardson, D. Young

Prereq: MATH-102 or above or COMSC-150/151.

MATH-251 Mathematical Experimentation: An Introduction to Research in the Mathematical Sciences

Fall. 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

M. Robinson

Prereq: MATH-102 (or the equivalent).

MATH-272 Numerical Calculus

Not Scheduled for This Year. Credits: 4

This course is an introduction to computation and computing from a mathematical perspective, covering topics such as numerical algorithms for differentiation, integration, root finding, curve fitting, and error analysis. These tools are very powerful when one finds a mathematical or an applied problem that cannot be solved using the types of analytical functions one learns in calculus. This course is for students with little or no programming knowledge and an interest in learning skills for mathematical computations. The course will cover the basics of programming: types of variables, lists, arrays, for and while loops, if statements, file handling, plotting, pseudo-code and documentation.

Applies to requirement(s): Math Sciences

The department

Prereq: MATH-102.

Advisory: Students who have completed COMSC-150 or any version of COMSC-151 are not allowed to take this course.

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**L. Mrad**Prereq: MATH-102, and MATH-211, and either MATH-206 or 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-211 and either MATH-206 or MATH-232.**Notes: offered alternate years at Mount Holyoke and Smith Colleges***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**The department**Prereq: MATH-211 and either MATH-206 or 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**C. Bozeman**Prereq: MATH-211 and either MATH-206 or 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-319GR Topics in Algebra: 'Graph Theory'***Spring. Credits: 4*

Graph theory gives us both an easy way to pictorially represent many major mathematical results and insights into the deep theories behind them. Graphs seem simple – they're just collections of dots connected by curves – but are very rich structures that arise naturally in applications ranging from social networks to electric power grids. We will examine properties such as isomorphism, connectivity, planarity, and coloring using classic examples such as paths, cycles, trees, complete graphs, and polyhedral graphs. More advanced topics will be determined by student interest and course trajectory.

*Applies to requirement(s): Math Sciences**C. Bozeman**Prereq: MATH-232.***MATH-319NT Topics in Algebra: 'Number Theory'***Fall. Credits: 4*

This course will begin with an introduction to number theory, covering material on congruences, prime numbers, arithmetic functions, primitive roots, quadratic residues, and quadratic fields. We will then continue our study of number theory by picking special topics which might include some of the following: Finite Fields, Prime Factorization of Ideals, Fermat's Last Theorem, Elliptic curves, Dirichlet's Theorem on Arithmetic Progressions, the Prime Number Theorem, or the Riemann Zeta function.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**T. Day**Prereq: MATH-232, or MATH-206 with instructor permission.***MATH-329 Topics in Geometry****MATH-329TP Topics in Geometry and Topology: 'Topology'***Not Scheduled for This Year. 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**The department**Prereq: MATH-232 and any 300-level math class.***MATH-333 Differential Equations***Fall. 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**Prereq: MATH-211.*

MATH-339 Topics in Applied Mathematics**MATH-339FM Topics in Applied Mathematics: 'Rigidity Theory'**

Not Scheduled for This Year. Credits: 4

A framework constructed from fixed-length bars attached at flexible joints is either rigid or flexible. Such structures arise in many applications in architecture, engineering, robotics, and biology and provide a model for understanding related problems in areas including computer-aided design, sensor networks, and statistics. We will use linear algebra and graphs to develop the theory needed to analyze frameworks and make connections to applications.

Applies to requirement(s): Math Sciences

The department

Prereq: MATH-101, MATH-211, and either MATH-206 or MATH-232.

MATH-339PD Topics in Applied Mathematics: 'Partial Differential Equations'

Not Scheduled for This Year. Credits: 4

Partial differential equations (PDEs) are often used to describe natural phenomena arising in a wide variety of contexts including physics, biology, and economics. Our focus will be on basic yet representative linear partial differential equations such as the heat and wave equations. We will explore the motivation behind each model we study and emphasize methods of finding solutions and analyzing their behavior. Techniques will include transform methods, separation of variables, energy methods, and numerical computations.

Applies to requirement(s): Math Sciences

The department

Prereq: MATH-203 and MATH-211, or PHYS-205.

MATH-339PT Topics in Applied Mathematics: 'Optimization'

Spring. Credits: 4

Mathematical optimization involves finding the best solution to a problem from a set of feasible solutions defined by mathematical constraints. It has an elegant theory and applications in fields like management, economics, engineering, and computer science that require decision making under constraints on time or other resources. We will begin by studying linear optimization, including duality, the simplex algorithm, and the geometry of linear programming. Other topics will include discrete optimization, network optimization, and nonlinear optimization.

Applies to requirement(s): Math Sciences

D. Shepardson

Prereq: MATH-211.

MATH-339SP Topics in Applied Mathematics: 'Stochastic Processes'

Not Scheduled for This Year. Credits: 4

Stochastic processes are mathematical models that evolve with time and include an element of randomness. They involve a collection of states-for example, the weather in a geographical location, the size of a population, or the length of a queue-and a description of how the system evolves from one state to the next. This course is devoted to the study of a class of stochastic processes called Markov chains, and we attempt to study their behavior using tools from probability theory and linear algebra in beautiful, interconnected ways. Topics will include Markov chains in discrete and continuous time, branching processes, queuing theory, and Markov chain Monte Carlo.

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. Day, A. Hoyer-Leitzel

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.

Music (MUSIC)

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

B. Geyer

Notes: Half-semester course. Offered twice per semester.

MUSIC-102 Music and Technology

Fall and Spring. Credits: 4

It is now possible to create electronic music with a variety of powerful and flexible computer-based tools. 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 electronic music composition.

Applies to requirement(s): Humanities

D. Langa

Restrictions: This course is limited to first-years and sophomores.

Advisory: Basic computer literacy (such as comfort with user interface navigation, file management, and editing commands) is required. Juniors and seniors who have declared a music major can write to the instructor for permission to enroll

Notes: Not open to juniors or seniors in the first week of pre-registration.

MUSIC-103 History of Jazz

Not Scheduled for This Year. Credits: 4

This course will follow the origins and evolution of jazz from the late nineteenth century to the present, with emphases on prominent stylistic trends and significant individuals. Along with some analysis of the musical language jazz employs, the music will be examined in its relation to the social contexts that helped produce and shape it. The ability to read music is not a requirement for this course.

Applies to requirement(s): Humanities

D. Sanford

MUSIC-117 Foundations of Voice

Fall. Credits: 2

This course will introduce singers to the physiology of human voice and healthy vocal technique through readings and visual sources on vocal anatomy. Students will examine vocal repertoire spanning approximately 500 years, explore various Western/international singing styles in English, Italian, French, German, etc., as well as receiving an introduction to diction, the International Phonetic Alphabet (IPA), and its application to various languages. Music of composers from historically marginalized backgrounds will be highlighted. Theoretical knowledge will culminate in practical demonstrations via presentations and performances in class.

Applies to requirement(s): Meets No Distribution Requirement

S. Panthaki

Advisory: Open to all singers at any level.

MUSIC-139 Music of the 1970s

Fall. Credits: 4

Remembered primarily for being the decade when popular music demanded a reality check, the 1970s will be the framework for a critical and analytical survey of some of the more fertile developments and influential ideas that originated, flourished, and/or declined in that era. Topics will include minimalism, jazz-rock fusion, reggae, disco, punk, and the accompanying multiculturalism that informed social/political/economic conditions that bred these styles.

Applies to requirement(s): Humanities

D. Sanford

200-Level Courses

MUSIC-202 Electronic and Computer Music

Spring. Credits: 4

This course will explore a range of approaches and techniques involved in the creation of electronic and computer music, including aspects of form and development, analog and digital synthesis and signal processing, basic computer music programming, and audio recording and production techniques. The focus of this seminar will be a series of exercises and creative projects that develop aesthetic and technical abilities. This creative work will be supported and enriched by selected reading and listening examples, as well as ongoing technical labs and demonstrations.

Applies to requirement(s): Humanities

T. Ciuffo

Prereq: MUSIC-102.

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 predominant 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. Ciuffo

Restrictions: Course limited to sophomores, juniors and seniors

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-217 Foundations of Voice II*Spring. Credits: 2*

This course is designed as a follow-up to MUSIC-117, Foundations of Voice I, with a primary focus on in-class study, singing, and accompanying of Western Art songs and International Folk songs (Mexican, French, Arabic, Czech, German, American). Course study will include an overall examination of composers, performance practice, musical styles, poetry, structural form, and nationalistic characteristics. All students will participate in regular in-class performances of music by well-known as well as historically marginalized composers. Music by Purcell, Mozart, Fanny Mendelssohn, Schubert, L. Boulanger, Dvor'k, Crawford Seeger, Fauré, Price, Ravel, Beach and more.

*S. Panthaki**Prereq: MUSIC-100 (or MUSIC-131).**Advisory: MUSIC-117 not required. Vocal students: 2 semesters of voice lessons. Intermediate and advanced level pianists welcome.**Notes: Singers and pianists welcome.***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: FMT-230MU**Applies to requirement(s): Humanities**D. Sanford**Prereq: MUSIC-100, MUSIC-131, MUSIC-102 or MUSIC-103, or one Film, Media, Theater course.***MUSIC-222 Music and Animation***Not Scheduled for This Year. Credits: 4*

This course offers a critical introductory survey of music and animation from the silent era to the digital age. After establishing a joint vocabulary for describing music and animated film, we will explore their interaction in shorts and feature films by studios like Disney, Pixar, and Ghibli, television shows, video games, music videos, and experimental animation. Our focus will be on audio-visual media that thematizes music, such as the Silly Symphonies short "Music Land," Hayao Miyazaki's "Mimi wo Sumaseba" (Whisper of the Heart), and the video game Guitar Hero. Final projects can range from critical-analytical papers and video essays to original audio-visual creative work.

*Crosslisted as: FMT-230MA**Applies to requirement(s): Humanities**A. Mueller**Prereq: At least one 4-credit course in Music, or one 4-credit course in Film Media Theater.***MUSIC-223 The Art of Conducting***Spring. Credits: 2*

This seminar-style course will explore the art of conducting through the study and observation of professional conductors throughout history and the present. Topics covered and discussed will include the role of the modern conductor in amateur, academic, and professional ensembles, conducting styles, musical philosophy, rehearsal techniques, the evolution of conducting and conductors, the function of a conductor as interpreter and the realization of a composer's work. Special topics also include concert programming, the purposeful inclusion of underrepresented works and composers, and a conductor or artistic leader's relationship with audience and community.

*C. Britt**Prereq: MUSIC-100 or MUSIC-131.***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.

*Applies to requirement(s): Humanities; Multicultural Perspectives**O. 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 African performance practices, including the organization of ensembles, the role of dance, musical storytelling, and operatic forms. The course will then feature rehearsals and class visits by professional vocalists and African drummers, followed by an ethnographic reflection. The course will culminate in a public performance of an African opera by students and professional musicians at Chapin Auditorium, Mount Holyoke College. The opera to be performed this semester is a newly composed work titled *Funmilayo*. It focuses on the life of Funmilayo Ransome-Kuti (1900-1978), a Nigerian pioneer activist who, in the 1940s, campaigned against British colonial rule and resisted the marginalization of women in local government administration. The practical sessions will allow students to reflect on the theoretical and cultural issues examined earlier in the semester and gain practical knowledge of the African operatic tradition.

*Crosslisted as: FMT-230PR**Applies to requirement(s): Humanities; Multicultural Perspectives**B. Omojola**Notes: The performance will be accompanied by the Mount Holyoke Symphony Orchestra conducted by Professor Ng Tian Hui.***MUSIC-231 Theorizing Classical Music***Not Scheduled for This Year. Credits: 4*

Studies diatonic harmony (part-writing, inversions, harmonization, figured bass and non-harmonic tones) and begins the exploration of chromaticism. Includes analysis, aural skills, and keyboard harmony.

*Applies to requirement(s): Humanities**B. Geyer**Prereq: MUSIC-100, MUSIC-131, or Music Theory Placement Test. Coreq: MUSIC-231L.*

MUSIC-236 Pop Song / Jazz Tune*Spring. Credits: 4*

Pop and jazz involve different types of musical texts. From open mic nights to top-40 hits, pop performances are enactments of carefully crafted song structures. In contrast, jazz musicians treat tunes more flexibly-as frameworks to guide improvisation. In separate units for the pop song and the jazz tune, this course examines how harmony, melody, rhythm, lyrics, and form unite to inspire great performances in both traditions. Each unit will include nuts-and-bolts assignments to build analytical and compositional skills, which will be applied in a composition project at the end of each unit.

*Applies to requirement(s): Humanities**B. Geyer**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-238 The Power of Black Music***Spring. Credits: 4*

The course focuses on the musics of Africa and the African diaspora through the lens of ethnomusicology. Concentrating on countries like Brazil, Cuba, Nigeria, South Africa, and the United States, it examines the musical performance of gender, race, ethnicity, and nationality and the role of music in social and political movements. The course explores the global dimensions and resonances of Africanist musical cosmopolitanism as enabled historically and sustained through ongoing transatlantic exchanges between Africa and the African diasporas. Other topics covered include the global rise of Afrobeats, and the issues of representation in iconic works like *Black Is King* and *Lemonade* by Beyoncé.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive**O. Omojola***MUSIC-242 Conducting I***Not Scheduled for This Year. 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**T. Ng**Prereq: MUSIC-231.**Advisory: Ensemble experience***MUSIC-249MU Topics in Music: 'Language, Music and the Mind'***Spring. Credits: 4*

This course explores the interplay between language, music and cognitive skills. For centuries, questions about the relationship between language and music have been asked by philosophers, artists, and scientists. Is music a language and is language a music? What is the evolutionary value of language and music? What are the formal characteristics that are shared between the two? What happens in the human mind when language or music breaks down? How can we design interdisciplinary studies to look into language and music? While no prior music education is required, the course will provide a comprehensive overview that bridges gaps between linguistics, music theory, and cognitive science.

*Crosslisted as: PSYCH-249MU**Applies to requirement(s): Social Sciences**K. Drakoulaki**Prereq: PSYCH-100 or AP Psychology.***MUSIC-281 History of Western Music I: Music to 1700***Fall. Credits: 4*

The first in a four-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**A. Mueller**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-282 History of Western Music II: Music from 1700 to 1850***Spring. Credits: 4*

The second in a four-semester survey of Western music history, Music 282 examines the cultures of art music in Europe and the Americas from 1700-1850, 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 from 1850 to 1950***Not Scheduled for This Year. Credits: 4*

The third in a four-semester survey of Western music history, Music 283 examines the cultures of art music in Europe and the Americas from 1850 to 1950, 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**M. Wardell**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-284 History of Western Music IV: Music Since 1950***Not Scheduled for This Year. Credits: 4*

The fourth in a four-semester survey of Western music history, Music 284 examines the cultures of art music in Europe and the Americas since 1950, 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**M. Comuzzo**Prereq: MUSIC-100 or MUSIC-131.***MUSIC-299 Creative Career Strategies and Music Entrepreneurship***Spring. Credits: 2*

This combined lecture series/seminar will expose students to a wide range of career options available in music and music-related fields. Guest speakers will present broad and varied approaches to creating a meaningful career in music, as well as sharing specific strategies, resources, and advice. This seminar will also include course readings and discussion, as well as skill building in entrepreneurial thinking and professional aspects of career development.

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

300-Level Courses

MUSIC-302 Projects in Sound and Media Arts

Not Scheduled for This Year. Credits: 4

This innovative arts and technology course will explore emerging creative/technical practices that transcend any single medium or discipline. While sound will be a primary focus of the course, students will design, realize, and collaborate on projects that may also include still or moving images, text, graphics, installation, computation, interactivity, performance, etc. Class meetings will combine seminar-style discussions with listening, viewing and hands-on lab sessions, brainstorming, project development and feedback. Guest artists' visits and collaborations with other MHC arts and tech classes will enhance your exposure to sound and media arts practitioners.

Applies to requirement(s): Humanities

T. Ciuffo

Restrictions: This course is open to juniors and seniors

Instructor permission required.

Prereq: MUSIC-102 plus one additional arts and technology class and permission of instructor.

Advisory: Email professor for permission during advising week.

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-202, MUSIC-215, MUSIC-231, or MUSIC-302.

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

Other Attribute(s): Writing-Intensive

M. Breen, A. Mueller

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-332 Theory II

Not Scheduled for This Year. 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

The department

Prereq: MUSIC-231. Coreq: MUSIC-332L.

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

Other Attribute(s): Writing-Intensive

T. Ng

Prereq: MUSIC-242.

MUSIC-347 Topics in Music: 'Music Theory and Difference'

Fall. Credits: 4

This course asks what it means to create, consume, and analyze music across lines of cultural difference. In what ways do a repertoire's features become associated with – or bound to – the people who create it? As we listen and analyze across cultural lines, what aspects might be translated or lost; what might be gained? What distinguishes modes of interaction such as influence, hybridity, and appropriation? How do systems of power and oppression impact our thinking on these questions? In this course we explore these and other questions through reading, musical analysis, formal and informal writing, engagement with guest speakers, and discussion of case studies, centering musicians that have been marginalized by the academic discipline of music theory.

Applies to requirement(s): Humanities; Multicultural Perspectives

Other Attribute(s): Writing-Intensive

B. Geyer

Prereq: MUSIC-100 or MUSIC-131 and an additional 4 credits in classroom Music courses at the 200 level or above.

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, with a focus on Western Europe and the United States. From Mozart to Michael Jackson, medieval psalmody to playground games 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: 8 credits in classroom Music courses including at least 4 credits at the 200 level or above.

MUSIC-371HM Topics in Music: 'History of Music Education'*Fall. Credits: 4*

This seminar explores the history of formalized, institutional music education in Europe and North America, focusing on the Middle Ages to the present. Topics include monastic and cathedral schools; conservatories and their roots in orphanages and vocational schools; music programs in pre-school, K-12, and higher ed (including Mount Holyoke); approaches to music within disability education; formal training in jazz, popular, traditional, and experimental musics; and the politics of degrees and accreditation. Through critical reading of primary sources, we trace the political and cultural work of music education, and how it reinforces aesthetic ideologies and systems of power and access.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Mueller**8 credits in classroom Music courses including at least 4 credits at the 200 level or above.***MUSIC-371MA Topics in Music: 'Music and Animation'***Not Scheduled for This Year. Credits: 4*

An in-depth exploration of music and animation from the silent era to the digital age. We will draw on film-music theoretical and critical approaches to analyzing the interaction of music and image in shorts and feature films by studios like Warner Brothers, Disney, Pixar, and Ghibli, television shows, video games, music videos, and experimental animation. Our focus will be on audio-visual media that thematizes music and music-making, from Visual Music and Silly Symphonies to Mamoru Hosoda's *Belle* and the video game *Guitar Hero*. Final projects can range from critical-analytical papers and video essays to original audio-visual creative work.

*Crosslisted as: FMT-330MA**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Mueller**Prereq: 8 credits in classroom Music or Film, Media, Theater courses including at least 4 credits at the 200 level or above.**Advisory: This course should not be taken by students who took MUSIC-222/ FMT-230MA previously.***MUSIC-371MD Topics in Music: 'Music and Disability'***Spring. Credits: 4*

In this seminar, we encounter foundational texts, methodologies, and case studies in the field of Disability Studies in Music. Grounded in a music-historical approach (but incorporating other music studies methods), we trace how musicking across a range of time periods and traditions both represents and constructs the cultures, policies, and tropes of bodymind difference and normativity. We center music, performance, and scholarship by disabled individuals and collectives, and emphasize the intersectional nature of disability justice, while also interrogating ableism in the music industry and the academy, as well as our own embodied positionalities as music makers, scholars, and consumers.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Mueller**Prereq: 8 credits in classroom Music courses including at least 4 credits at the 200 level or above.***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.

*Crosslisted as: ANTHR-316ET**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**B. Fairley**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in classroom courses in Social Sciences or Humanities at the 200 level or above.*

Performance Studies

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 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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**S. Panthaki, E. Ruby, C. Shotwell**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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 or passing Music Theory Placement Test.

Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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 or passing Music Theory Placement Test.

Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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

L. Miller

Instructor permission required.

Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.

Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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 or passing Music Theory Placement Test.

Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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 or passing Music Theory Placement Test.

Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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

Y. Klement

Instructor permission required.

Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.

Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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 or passing Music Theory Placement Test.

Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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'

Not Scheduled for This Year. 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 or passing Music Theory Placement Test.

Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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, M. Dethloff

Instructor permission required.

Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.

Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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: 'Harpichord'

Fall and Spring. Credits: 1 - 2

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

T. Pousont

Instructor permission required.

Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.

Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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**T. Pousont**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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**R. Kostare**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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: '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 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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**The department**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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**The department**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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**A. Robbins**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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'***Not Scheduled for This Year. 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. Ciufu**Instructor permission required.**Prereq: MUSIC-100 or MUSIC-131 or passing Music Theory Placement Test.**Advisory: Passing Music Theory Placement Test, or concurrent enrollment in MUSIC-100, required after one 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 lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***MUSIC-251B Individual Performance Instruction: 'Voice'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**S. Panthaki, E. Ruby, C. Shotwell**Instructor permission required.**Prereq: 8 credits of 100-level lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***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 lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***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 lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***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 lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***MUSIC-251F Individual Performance Instruction: 'Saxophone'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**L. Miller**Instructor permission required.**Prereq: 8 credits of 100-level lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***MUSIC-251G Individual Performance Instruction: 'Bassoon'***Not Scheduled for This Year. Credits: 2**Applies to requirement(s): Meets No Distribution Requirement**R. Eldredge**Instructor permission required.**Prereq: 8 credits of 100-level lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.*

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 lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***MUSIC-251I Ind. Perform. Study: Trumpet***Spring. Credits: 2**Applies to requirement(s): Meets No Distribution Requirement**Y. Klement**Instructor permission required.**Prereq: 8 credits of 100-level lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***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 lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***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 lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***MUSIC-251M Individual Performance Instruction: 'Percussion'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**M. Dethloff**Instructor permission required.**Prereq: 8 credits of 100-level lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***MUSIC-251N Individual Performance Instruction: 'Harpsichord'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**T. Pousont**Instructor permission required.**Prereq: 8 credits of 100-level lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***MUSIC-251O Individual Performance Instruction: 'Organ'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**T. Pousont**Instructor permission required.**Prereq: 8 credits of 100-level lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***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 lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***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 lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.***MUSIC-251R Individual Performance Instruction: 'Violin'***Fall and Spring. Credits: 2*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**R. Kostare**Instructor permission required.**Prereq: 8 credits of 100-level lessons or one semester of 200-level lessons.**Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.*

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 lessons or one semester of 200-level lessons.

Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.

MUSIC-251T Individual Performance Instruction: 'Cello'

Fall and Spring. Credits: 2

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

N. Fizznoglía

Instructor permission required.

Prereq: 8 credits of 100-level lessons or one semester of 200-level lessons.

Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.

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 lessons or one semester of 200-level lessons.

Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.

MUSIC-251V Individual Performance Instruction: 'Recorders/Early Winds'

Spring. Credits: 2

Applies to requirement(s): Meets No Distribution Requirement

The department

Instructor permission required.

Prereq: 8 credits of 100-level lessons or one semester of 200-level lessons.

Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.

MUSIC-251W Ind. Perform. Study: Loud Winds

Spring. Credits: 2

Applies to requirement(s): Meets No Distribution Requirement

The department

Instructor permission required.

Prereq: 8 credits of 100-level lessons or one semester of 200-level lessons.

Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.

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 lessons or one semester of 200-level lessons.

Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.

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 lessons or one semester of 200-level lessons.

Notes: Repeatable for credit. Enrollment is limited according to teacher availability. Lesson fee: see Tuition and Fees in the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.

MUSIC-251Z Individual Performance Study: 'Music Technology'

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. Ciuffo

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 the catalog. No refund of fee after 10th academic day of class. Students enrolled in Individual Performance Study at the 200 level must participate in at least one public performance per semester, usually a 5-10 minute piece in a Shared Student Recital.

MUSIC-351 Advanced Performance Study

Ensemble Performance Studies: Instrumental Ensembles

MUSIC-143 Chamber Music**MUSIC-143A Chamber Music: 'Wind Ensembles'**

Fall and Spring. Credits: 1

Chamber Music for wind 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-143B Chamber Music: 'String Ensembles'*Fall and Spring. Credits: 1*

Chamber Music for string instruments

*Applies to requirement(s): Meets No Distribution Requirement**N. Fizznogliá, M. Knieriem, R. Kostare, 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, M. Gionfriddo, D. Gilwood, The department**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**N. Fizznogliá, J. Jeffries**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: 'Early Music Chamber Ensemble'***Fall and Spring. Credits: 1*

This course offers opportunities to play and sing chamber music from the Medieval, Renaissance, and Baroque eras, collaborating with musicians from the Five Colleges and with the support of a specialist coach.

Ensemble members will draw on historical context and performance practice as they refine performance technique and ensemble skills.

Singers and instrumentalists will be sorted into ensembles based on level- from beginner to advanced- and areas of interest. Chamber ensembles also offer an opportunity to develop skills for more advanced projects such as those of the Five College Collegium (see MUSIC-147A). The Early Music Program has a large collection of historical instruments to loan.

*Applies to requirement(s): Meets No Distribution Requirement**A. Monroe, M. Pash, A. Robbins**Instructor permission required.**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**M. Dethloff**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 study a variety of classic and contemporary swing, Latin, jazz, and pop standards. There are several performance opportunities each semester.

*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 polyrhythmic music from southern Ghana, Togo and Benin, including sections of Gahu, 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 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**T. Ng**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. There are several performance opportunities each semester.

*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 polyrhythmic music from 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 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

MUSIC-155B Jazz Ensemble: 'Vocal Jazz'*Fall and Spring. Credits: 1*

A select vocal ensemble that studies classic and contemporary jazz, Broadway and pop standards. Members are encouraged to audition for solos with the Big Band and Chamber Jazz Ensembles. There are several performance opportunities each semester.

*Applies to requirement(s): Meets No Distribution Requirement**M. Gionfriddo**Instructor permission required.**Advisory: Enrollment is by audition only**Notes: Repeatable for credit. Limited enrollment.***MUSIC-193 Chorale***Fall and Spring. Credits: 1*

Beginning ensemble. Well-suited to beginning to intermediate singers. Sight-reading and music theory are incorporated throughout the course. Emphasis is placed on developing techniques for healthy and beautiful vocal production, learning critical listening skills, singing with expression and understanding, and ultimately demonstrating growth as choral musicians. The ensemble explores music from a variety of languages, styles, and cultures.

*Applies to requirement(s): Meets No Distribution Requirement**C. Britt**Advisory: Previous ensemble experience is helpful, though not a prerequisite.**Notes: Repeatable for credit.***MUSIC-293 Glee Club***Fall and Spring. Credits: 1*

Advanced ensemble with a varied classical, contemporary, and folk-derived repertoire. Sight-reading and music theory are incorporated throughout the course. Emphasis is placed on developing techniques for healthy and beautiful vocal production, learning critical listening skills, singing with expression and understanding, and ultimately demonstrating growth as choral musicians.

*Applies to requirement(s): Meets No Distribution Requirement**C. Britt**Prereq: Enrollment is by audition only or previous participation in the ensemble.**Advisory: Previous ensemble experience and strong musicianship – including the ability to sightread – are prerequisites.**Notes: Repeatable for credit.***MUSIC-297 Chamber Singers***Fall and Spring. Credits: 1*

Highly select chamber choir of 12-18 voices drawn from Glee Club and Chorale with an emphasis on musical independence. Members possess excellent music reading skills and are one of just a few voices on a part. Specializes in challenging classical and contemporary repertoire for treble voices.

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

MUSIC-147 Early Music Ensembles**MUSIC-147A Early Music: 'Five College Collegium'***Spring. Credits: 1*

The Five College Collegium is the flagship ensemble of the Five College Early Music Program. The ensemble is made up of experienced singers and instrumentalists from the Five College Consortium, and prepares two large-scale projects in the course of the academic year for public performance. The Collegium rotates its rehearsal residency among the schools in the Five College system, and focuses on repertoire from the Medieval, Renaissance, and Baroque periods. Whenever possible, the Collegium invites professional musicians as guests to work with the ensemble on material that is relevant to the current project.

*Applies to requirement(s): Meets No Distribution Requirement**A. Monroe**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-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.

Notes: Repeatable.

Neuroscience and Behavior (NEURO)

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 networks of cells underlie more complex processes such as perception, learning, memory, and behavior.

Applies to requirement(s): Math Sciences

K. Colodner, M. Sabariego

Restrictions: This course is limited to first-years and sophomores.

Coreq: NEURO-100L.

NEURO-221 Research Techniques in Neuroscience

Fall. Credits: 4

This course will introduce students to modern techniques utilized in neuroscience research. Students will learn the underlying principles of an array of techniques spanning the fields of cellular/molecular, behavioral, and cognitive neuroscience. In lab, students will perform experiments that demonstrate these skills firsthand. Emphasis will be placed on the tools necessary to implement these studies, proper experimental design, and the critical interpretation of generated data.

Applies to requirement(s): Math Sciences

K. Colodner

Restrictions: This course is offered to neuroscience majors only.; Course limited to sophomores, juniors and seniors

Prereq: NEURO-100. Coreq: NEURO-221L.

NEURO-246 Cognitive Neuroscience

Fall. 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.

Crosslisted as: PSYCH-246

Applies to requirement(s): Social Sciences

M. Breen

Prereq: PSYCH-100, NEURO-100, or AP Psychology.

Notes: This course counts in the cognitive or biol bases area of the psychology major.

NEURO-254 Psychopharmacology

Fall. 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.

Crosslisted as: PSYCH-254

Applies to requirement(s): Social Sciences

J. Schwartzer

Prereq: PSYCH-100, NEURO-100, or AP Psychology.

NEURO-256 Hormones and Behavior

Fall. 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.

Crosslisted as: PSYCH-256

Applies to requirement(s): Social Sciences

T. Hodges

Prereq: PSYCH-100, NEURO-100, or AP Psychology.

NEURO-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

NEURO-309 Topics in Neuroscience and Behavior

NEURO-309NE Topics in Neuroscience and Behavior. 'Neuroethics'

Spring. Credits: 4

Neuroethics draws on the tools of philosophical analysis to investigate the role of neuroscience in our personal, social, and ethical lives. This class will look at the ethics of neuroscientific interventions such as cognitive enhancement, mind reading, and lie detection. We will examine how the neurosciences might inform philosophical discussions about human nature, personality, and ethics. In addition, we will look at the evidential role of neuroscientific evidence and how neuroscience technologies such as fMRI have influenced our thinking about the mind/brain and person.

Crosslisted as: PHIL-334NE, PSYCH-359NE

Applies to requirement(s): Humanities

L. Sizer

Prereq: 8 credits from the Philosophy department or 4 credits from Philosophy and 4 credits from Neuroscience and Behavior.

NEURO-309SE Topics in Neuroscience and Behavior: 'Philosophy and Science of Emotion'*Fall. Credits: 4*

This course is an interdisciplinary investigation of the nature of emotions and their influences on our thoughts and actions. While we will draw from a variety of disciplines, the nature and motivations of the inquiry are philosophical. We will consider: what are emotions? Are they bodily responses? Thoughts? Feelings? What roles do cultures play in shaping our emotions? What functions do emotions serve? We will examine evidence and arguments offered by philosophy, psychology, neuroscience, anthropology and evolutionary theory, and consider how these perspectives do or don't inform each other, as well as how they can help us understand the nature of emotions.

*Crosslisted as: PHIL-350SE, PSYCH-359SE**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.***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-glial interactions, the molecular basis of behavior, and applied genetic engineering techniques.

*Applies to requirement(s): Math Sciences**K. Colodner**Prereq: NEURO-221 or BIOL-230.**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**Restrictions: This course is offered to neuroscience majors only.**Prereq: NEURO-221.***NEURO-336 Systems Neuroscience***Spring. Credits: 4*

This course will cover the functioning of neural circuits in the brain and how they give rise to cognition and behavior. Using primary literature and activities, students will delve into current topics in systems neuroscience. Labs will provide exposure and training in common neuroscience techniques, practice in thinking like a scientist, and an appreciation for how basic research can lead to major advances in the treatment of disease.

*Applies to requirement(s): Math Sciences**Other Attribute(s): Speaking-Intensive**M. Sabariego**Restrictions: This course is offered to neuroscience majors only.**Prereq: NEURO-100 and PSYCH-204. Coreq: NEURO-336L.**Notes: Open to Neuroscience majors only for the first week of pre-registration; open to Psychology and Biology majors after the first week.***NEURO-338 Mobilizing the Hippocampus***Spring. Credits: 4*

This course will provide a research site to investigate the functions of the hippocampal brain region to then embody that learning through choreographic structures. In particular, students will use dance expression to aid the understanding of complex neuroscience topics, and apply neuroscience knowledge to deepen creative expression. "Mobilizing the hippocampus" will help to bridge a gap between science and art, serving as a tool to stimulate a heightened understanding of both disciplines.

*Crosslisted as: DANCE-338**Applies to requirement(s): Meets No Distribution Requirement**B. Diewald, M. Sabariego**Restrictions: This course is open to juniors and seniors; This course is limited to Dance and Neuroscience majors.***NEURO-395 Independent Study***Fall and Spring. Credits: 1 - 8**The department**Instructor permission required.*

PaGE: Computing and Technology (X.CMPTC)

X.CMPTC-418 Digital Literacy and Computer Science

Credits: 1

In this course we examine the skills and resources required to support PK-12 students as they navigate today's dynamic and technology-driven world. Participants will develop tools to ensure that their PK-12 students are able to use and assess technology while also preparing them to successfully participate and work in a technological world. Students will learn about digital tools and the essentials of computer science, makerspace activities, and programming. They will become familiar with systems and computational thinking while engaging in collaborative problem solving using high- and low-tech tools to make ideas tangible. This course is designed for pre-service and in-service teachers.

Applies to requirement(s): Meets No Distribution Requirement

L. Manzi

Restrictions: This course is offered for graduate students only.

PaGE: Education (X.EDUC)

X.EDUC-409 Schools, Schooling, and Society: an Introduction to Education and Social Policy

Credits: 2

The course familiarizes students with the historical foundations of public education, current movements in education reforms such as Race to the Top, Common Core Standards, Every Student Succeeds Act, and theories of change. The course examines the social policies and catalysts that have caused transformation in society and public education and includes contemporary events. In keeping with Massachusetts Department of Education mandates for approved licensure programs, the course provides the foundational readings to prepare teachers for work in a diverse society. Topics include knowledge of curriculum; knowledge of learners; knowledge of educational goals, knowledge of social/cultural contexts; and pedagogical content knowledge.

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

Restrictions: This course is offered for graduate students only.

X.EDUC-411 Policy Fluency: Current Issues in Education

Spring. Credits: 3 - 4

In this learning experience, teacher leaders will deepen their understanding of how to share, spread, and scale their practices and convictions to impact the teaching profession beyond their classroom walls. Participants will engage in simulated project pitches, reflective writing, drafting and revising a blog post, and conversations with guest speakers working to shape policy and practice across the country. This course is intended for teacher leaders in both public and independent school contexts.

Applies to requirement(s): Meets No Distribution Requirement

J. Minkel

Restrictions: This course is offered for graduate students only.

Notes: Those who want to learn more about current issues in education with a systems lens in order to scale future initiatives should enroll in the 3-credit option. For those ready to apply the course content to a specific project, the 4-credit option includes an action component built around implementing that initiative.

X.EDUC-413 Leading Colleagues Using Research: Bridging the Gap Between Research and Practice

Fall. 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

The department

Restrictions: This course is offered for graduate 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

J. Holland

X.EDUC-418 Seminar in Public and Non-Public Schools

Not Scheduled for This Year. Credits: 2

This seminar course will examine the legal, social, and cultural factors that shape the various types of schooling in America. Students will have the opportunity to learn about and discuss the history, curriculum and teaching methods, role of various stakeholders, and current debates surrounding various types of schooling. Throughout the course, students will engage in critical analysis of various public and non-public schooling models and will be encouraged to develop their own perspectives on the role of education in American society. The seminar format will facilitate discussion, and students will be expected to contribute actively to class discussions and written assignments. Note: Types of schooling discussed may shift each semester that the course is offered.

Applies to requirement(s): Meets No Distribution Requirement

J. Coes

Restrictions: This course is limited to Teacher Leadership MAT students only

Notes: Repeatable for credit.

X.EDUC-419 Independent Schools: New Teachers Seminar

Not Scheduled for This Year. 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

Instructor permission required.

X.EDUC-420 Human Development: 'Child and Adolescent Development'

Spring. 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

L. Perroncel

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 best 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***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 15 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**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.EDUC-423 if concurrently taking X.EDUC-422.**Notes: 5 days a week for 15 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***Not Scheduled for This Year. 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, C. Swift**Restrictions: This course is offered for graduate students only.**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-427 Practicum 1: Professional Development and Mentoring***Fall. Credits: 3*

Participants survey best practices in instructional coaching and professional development and implement these practices in their educational contexts. Topics include: cultivating positive mentoring/coaching relationships, observation protocols, developing and facilitating andragogically-sound professional learning, coaching for emotional resilience, and assessing professional learning. Participants actively apply skills in their own settings with specialized coaching from the course instructor and create a professional learning experience and/or approach to instructional coaching that is designed to meet the needs of students and teachers in their unique learning community.

*Applies to requirement(s): Meets No Distribution Requirement**E. Kuypers, S. Regner**Restrictions: This course is offered for graduate students only.***X.EDUC-429 Using Art for Educational Advancement***Not Scheduled for This Year. Credits: 2*

This course focuses on using arts as a catalyst for change inside and outside of the classroom. It supports educators in deepening their pedagogical techniques using arts, and it supports leaders outside the classroom in exploring how to use art beyond the classroom to influence system change. Participants will engage in discussion around critical issues in education and problem solve for such issues using various forms of art. Techniques to be explored may include, but are not limited to: literature, visual arts, the graphic arts, the decorative arts, and performing arts. By the end of this course, participants will have a portfolio of resources that can be used in their areas of practice.

*Applies to requirement(s): Meets No Distribution Requirement**J. Dearybury**Restrictions: This course is limited to Teacher Leadership MAT students only**Instructor permission required.***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**L. Perroncel**Restrictions: This course is offered for graduate students only.*

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 15 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**Advisory: Students may only register for X.EDUC-431 if concurrently taking X.EDUC-433.**Notes: 5 days a week for 15 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**C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only***X.EDUC-436 Exceptional Learners Internship I***Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: Credit/no credit grading.***X.EDUC-437 Advanced Practicum: Professional Development and Mentoring***Not Scheduled for This Year. Credits: 2*

This course is the culmination of The Institute for Instructional Coaching. Participants reflect, refine, and expand upon the professional learning sessions they have developed, as well as their instructional coaching practice, while expanding their learning experience to enhance the impact in their context. Topics in this course include: developing systematic professional learning opportunities for new and experienced educators in a given setting, professional collaboration and co-facilitation, enhancing professional leadership through system-wide programming. Participants complete the institute as experts in ongoing, embedded, and personalized professional learning.

*Applies to requirement(s): Meets No Distribution Requirement**E. Kuypers, S. Regner**Restrictions: This course is offered for graduate students only.***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**Restrictions: This course is offered for graduate students only.***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. Coes, J. Minkel*

X.EDUC-450 Social-Emotional Learning and Development: Foundations of Social, Emotional, and Academic Development*Spring. Credits: 2*

In this course, educators will learn the foundational principles of social and emotional learning (SEL) including vocabulary, concepts, and research. They will explore how SEL advances educational equity and personal student growth by establishing affirming learning environments that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. Educators will examine the clear connection and the roles of the school in students' emotional and academic success. Educators will build a strong SEL foundation that includes equity-based, culturally responsive, and trauma-sensitive practices through case studies, examples, personal reflection, and portfolio development.

*Applies to requirement(s): Meets No Distribution Requirement**M. Arabo, J. Juravich, B. Ross, A. Wright**Restrictions: This course is offered for graduate students only.**Advisory: This course is for Prince George's County students only.***X.EDUC-451 Social-Emotional Learning and Development: Pedagogy and Practice***Spring. Credits: 2*

In this course, educators will explore ways to put the foundations of social and emotional learning (SEL) into practice. This exploration includes the examination of available resources, evaluation of ways in which SEL may be built into their current curriculum and instruction, and strategic development of collaboration and connections with educators, families, and other stakeholders on issues related to social and emotional learning. Educators will identify areas of strength and opportunity of the social and emotional well-being of students, reflect on their own social and emotional well-being, and create a plan of action for their own growth and the growth and empowerment of students.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate 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'***Fall. 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**K. Harrington**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**J. Rivers**Restrictions: This course is offered for graduate students only.***X.EDUC-455 Outreach and Advocacy for Educational Change***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**J. Coes, J. Minkel***X.EDUC-456 Promoting Professional Learning***Not Scheduled for This Year. 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. Brown Wessling***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**K. Jackson*

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
The department*

X.EDUC-459 Independent Schools: Experienced Teachers Seminar Practice*Not Scheduled for This Year. 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
The department*

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
A. Beattie*

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-461 The Process of Teaching and Learning: Developing Literacy in Our Schools*Fall. Credits: 4*

Through a balanced and integrated approach, students will learn to develop literacy in our 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.

*Applies to requirement(s): Meets No Distribution Requirement
S. Frenette, 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: Requires a field experience in an educational setting.

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

A. Beattie, K. Ripley

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement 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

S. Banning, A. Beattie

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement 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

A. Beattie, C. Woodruff, The department

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement 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

A. Beattie, C. Swift

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement 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

A. Beattie, E. Foley

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement 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

The department

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-466 Social-Emotional Learning and Development: Instructional Coaching And Mentoring*Not Scheduled for This Year. Credits: 2*

Having already studied the foundational principles of and pedagogical strategies for implementing social and emotional learning, educators in this course will learn best practices in the coaching and mentoring of other educators toward resource utilization, implementation of practices, and the identification and embodiment of dispositions that promote social and emotional learning. Educators in this course will begin to train other educators to be culturally responsive, trauma-informed, reflective practitioners who attend to the social and emotional well-being of themselves, their students, and the communities they serve. Educators will engage in practical application and evaluation of their budding skills.

Applies to requirement(s): Meets No Distribution Requirement

The department

Restrictions: This course is offered for graduate students only.

Coreq: X.EDUC-450 and X.EDUC-451.

Advisory: X.EDUC-451 or courses in social and emotional learning.

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

E. Kuypers, S. Regner

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
E. Schildge*

Restrictions: This course is offered for graduate students only.

X.EDUC-471 Communications and Networking for Teachers*Credits: 1*

In this course, students will develop their skills of networking, communication, and leadership by organizing special events such as panel discussions, webinars, public forums, and speaker series' on current topics and pressing issues in the field of education. Students will collaborate to identify areas of focus for these events and will then work with the course instructor to recruit speakers, develop promotional campaigns and communications, facilitate sessions, create resource materials, and engage constituents.

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

Restrictions: This course is limited to Teacher Leadership MAT students only

X.EDUC-476 Independent School: Beyond the Classroom*Fall. 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
P. Mulcahy*

X.EDUC-477 Seminar on Effective Teaching and Learning Strategies for Practitioners*Not Scheduled for This Year. Credits: 4*

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
P. Mulcahy*

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 four credits.

X.EDUC-481 Internship in Education Administration*Fall. Credits: 2 - 6*

Graduate students undertake an internship of up to 500 hours in an educational setting under the supervision of an PreK-12 school administrator from January through June. This would be a supervised, mentored experience, that is tailored to the student's needs and interests, and 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
J. Maher*

Restrictions: This course is offered for graduate students only.

Notes: Repeatable to a maximum of 6 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
N. Gardner, C. Swift*

Restrictions: This course is limited to Teacher Leadership MAT students only

X.EDUC-495 Independent Study*Fall and Spring. Credits: 1 - 4**The department*

Restrictions: This course is offered for graduate students only.

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.

PaGE: English Language Learning (X.ELL)

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

X.ELL-406 Introduction to Teaching English Language Learners

Not Scheduled for This Year. Credits: 2

This introductory course examines theories and issues related to multilingual education and teaching English language learners in the United States today. Specifically, students will be introduced to approaches and pedagogies that support teaching linguistically and culturally diverse learners in the PK-12 setting and the places where second language acquisition theory and practice intersect. In addition, this course will prepare participants to sit for the Massachusetts ESL Test for Educator Licensure (MTEL).

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

Restrictions: This course is offered for graduate students only.

X.ELL-416 Language Assessment and Classroom Practice

Fall and Spring. 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

R. Hornsby

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

R. Hornsby

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

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

R. Hornsby

Restrictions: This course is limited to Mount Holyoke MAT students only

X.ELL-423 Student Teaching English Language Learners in Elementary Schools

Spring. Credits: 10

Teacher candidates participate in full-time supervised student teaching of grades PK-6 ELLs from for 15 weeks. 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 students only

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 Language Learners (ELL 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**The department**Restrictions: This course is offered for graduate students only.**Advisory: X.ELL-403 and X.ELL-418 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 for 15 weeks. 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 premissed 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**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**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only***X.ELL-436 Exceptional Learners Internship I***Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: This course is graded on a credit/no credit basis.***X.ELL-451 English Language Development Standards and Assessment Framework***Spring. 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**D. Yousofi**Restrictions: This course is limited to Mount Holyoke MAT students only***X.ELL-463 Teaching English Language Learners: Sheltered English Immersion Endorsement Standalone***Fall and Spring. Credits: 4*

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*

PaGE: Mathematics (X.MATH)

X.MATH-400 Developing Mathematical Ideas: Building a System of Tens *Fall. 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
N. Dupre-Edelman, T. Jemison, K. Mello

Restrictions: This course is offered for graduate 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
K. Mello, D. Peart, S. Rozko

Restrictions: This course is offered for graduate 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
K. Schweitzer

X.MATH-404 Developing Mathematical Ideas: Modeling With Data

Not Scheduled for This Year. Credits: 2

Participants 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
S. Hedgepeth

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
K. John, K. Schweitzer

X.MATH-406 Developing Mathematical Ideas: Patterns, Functions, and Change

Not Scheduled for This Year. 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
The department

Advisory: Intended for practicing teachers.

X.MATH-407 Developing Mathematical Ideas: Reasoning Algebraically About Operations

Fall and Spring. 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
V. Bastable, The department

X.MATH-415 Early Numeracy Assessment and Instruction I

Spring. Credits: 2

This course helps teachers identify and address challenges students are having with K-2 math skills. Interview assessments that help teachers develop strategies to monitor and support progress in number words and numerals, structuring numbers, and addition and subtraction are learned and put into practice. Through assessments, data and teaching tools, teachers will recognize their students' current levels of numeracy and make data-driven instructional decisions. This course supports Pk-2 educators with core instruction, and Pk-8 educators working with students who haven't yet learned the Pk-2 standards. This course provides a certificate of completion from the US Math Recovery Council.

Applies to requirement(s): Meets No Distribution Requirement
M. Carrington

Restrictions: This course is offered for graduate students only.

Notes: Materials fee: \$150

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, J.Szymaszek

Restrictions: This course is offered for graduate 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, The department

Restrictions: This course is offered for graduate students only.

PaGE: Mathematics Education (X.MTHED)

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

L. Garrison, P. Wagner

X.MTHED-409 Educational Leadership I: Exploring the Roles 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. Garcia, The department

X.MTHED-410 Developing Mathematical Ideas: Facilitator Training

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, The department

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. Carrington, K. Scott

X.MTHED-465 From Theory to Practice: The Learning and Teaching of Mathematics

Fall. Credits: 4

This course focuses on the teaching and learning of mathematics and considers how we move from theory to practice. The course focuses on the pedagogical moves of the teacher and the impact on students' mathematical experiences. Participants in the course will produce written cases of practice based on audio or videotaped classroom discussions and interviews with their own students. They 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 provide individual feedback based on the classroom cases.

Applies to requirement(s): Meets No Distribution Requirement

M. Garcia, The department

Restrictions: This course is offered for graduate students only.

Notes: Online.

X.MTHED-466 Advocacy Through Math Teacher Leadership

Not Scheduled for This Year. Credits: 4

The course involves exploring teacher leadership roles in mathematics education and how to advocate for change in the field. Students will create an action plan related to a change initiative in math education, develop a capstone project, and share findings and reflections 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

M. Garcia, H. Patel

Restrictions: This course is offered for graduate students only.

Advisory: X.MTHED-465

PaGE: Science (X.SCI)

X.SCI-470 The Process of Teaching and Learning: Science/Technology Curriculum Development and Instruction

Fall. Credits: 2

Students will learn about inquiry-based science and technology curriculum development and instruction in PreK-6 classrooms. Through an immersive experience in content and pedagogy, students will construct more extensive understandings of science instruction by developing a series of lessons/unit of study that implements the Massachusetts Frameworks incorporating the Next Generation Science Standards. Emphasis will be on learning content as well as diverse management and instructional practices, such as the use of place-based learning, hands-on experiences, problem solving, 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

C. Swift

Restrictions: This course is offered for graduate students only.

PaGE: Special Education (X.SPED)

X.SPED-416 Interventions for Behavior and Classroom Management

Spring. 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

E. Casioppo

Restrictions: This course is offered for graduate 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.

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

R. Hornsby, C. Swift

Restrictions: This course is limited to Mount Holyoke MAT students only

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 for 15 weeks in PreK-8 classrooms for students with Mild/Moderate Disabilities. The student teaching comprises over 500 hours of a 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

Advisory: Students may only register for X.SPED-423 if concurrently taking X.SPED-422.

Notes: This course is graded on a credit/no credit basis.

X.SPED-426 The Inclusive Classroom

Spring. 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, A. Dixon

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

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 for 15 weeks in Grades 5-12 classrooms for students with Mild/Moderate Disabilities. The student teaching comprises over 500 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

Advisory: Students may only register for X.SPED-431 if concurrently taking 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**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only***X.SPED-436 Exceptional Learners Internship I***Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: Credit/no credit grading.***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 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**E. Casioppo**Restrictions: This course is offered for graduate 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-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**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**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

Restrictions: This course is offered for graduate students only.

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.

Philosophy (PHIL)

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: 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.

Applies to requirement(s): Humanities

S. Mitchell

Restrictions: This course is limited to first-years and sophomores.

PHIL-103 Comparative Introduction to Philosophy

Spring. Credits: 4

What kind of life should a person live? What can we know about the world? Do we have souls that are separate from our bodies? The aim of the course is to learn how to do philosophy by engaging with philosophical thinkers from around the globe. We read some philosophers from the Western tradition (such as Plato and Sartre) alongside philosophers from other historical traditions, such as the Daoist thinker Zhuangzi and the Sufi mystic al-Ghazali, and we also read the work of more recent philosophers of color (such as Anthony Appiah and Maria Lugones).

Applies to requirement(s): Humanities; Multicultural Perspectives

J. Harold

Restrictions: This course is limited to first-years and sophomores.

Advisory: Students who have taken PHIL-101 should not take PHIL-103.

Notes: Course will open to juniors and seniors in second week of pre-registration.

PHIL-161 Science and Human Values

Not Scheduled for This Year. 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-years and sophomores.

PHIL-170 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

A. Ali

PHIL-181 Medical Ethics

Fall. Credits: 4

Contemporary medicine gives rise to a variety of moral and philosophical questions. What moral duties do we have to those at the beginning of life? How should we approach to euthanasia? Should we be worried about the growth of technology in medicine? Should public health be prioritized over an individual's autonomy regarding their own body? How should limited health care resources be distributed? The goals of this course are to improve our understanding of the best arguments on different sides of these questions. The course will begin with a theory section, where we survey influential ethical theories that will be helpful towards finding reasonable answers to questions within medical ethics.

Applies to requirement(s): Humanities

K. Cho

PHIL-184 Environmental Ethics

Not Scheduled for This Year. Credits: 4

What moral obligations – if any – do we have towards non-human entities? Do non-human animals have rights? Do trees and rivers? What about entire ecosystems? What might be the basis for such rights and obligations? We will discuss how traditional ethical theories have approached questions about moral obligations towards non-humans, and see whether these views can be extended to include some or all of the non-human natural entities mentioned above. Students will read and critically analyze philosophical positions and will learn to articulate arguments on several different sides of the issues.

Applies to requirement(s): Humanities

A. Ali

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

J. Harold

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 ought to do? What do we owe to ourselves and to others? Which actions are right, which are wrong, and how can we tell the difference? What things are good? 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 by examining texts from Ancient Greece to the present. 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**Other Attribute(s): Writing-Intensive**K. Cho***PHIL-212 Philosophical Foundations of Chinese Thought: The Ancient Period***Spring. Credits: 4*

An introduction to Chinese thought during the Eastern Zhou Dynasty (roughly 770-256 BCE), a time of remarkable philosophical growth and controversy. We read the works of this era's most influential philosophers, including: Kongzi (Confucius), Mozi, Laozi, Mengzi (Mencius), Zhuangzi, Xunzi, and Han Feizi. Topics discussed include: What makes for a just ruler? What kind of life should we live? What is our relationship to nature? We work to understand each philosopher's responses to these questions, but we also learn to develop our own answers. We take care to place these figures and their works in their historical and cultural context.

*Crosslisted as: ASIAN-214**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**J. Harold***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-226 Philosophy of Religion***Not Scheduled for This Year. Credits: 4*

Is there a God? If there is, what is God like? Could all religions be true, or are they contradictory? Is religion in conflict with science? Can we have morality without religion? What happens when we die? In this class, we will consider arguments for and against different positions that people have on these questions. This course will give students a sense of the issues that philosophers of religion are currently thinking and writing about. As we think through topics such as these, we will be working to develop and hone philosophical skills such as analyzing concepts, constructing and critiquing arguments, and evaluating philosophical theories.

*Crosslisted as: RELIG-226**Applies to requirement(s): Humanities**The department***PHIL-242 Social and Political Philosophy***Spring. 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? What is justice? 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**Other Attribute(s): Writing-Intensive**K. Cho***PHIL-250 Topics in Philosophy****PHIL-250CN Topics in Philosophy: 'Consciousness'***Fall. Credits: 4*

Nagel states, "Without consciousness the mind-body problem would be much less interesting. With consciousness it seems hopeless." Chalmers calls consciousness "the hard problem." Explaining consciousness raises significant challenges for philosophers and scientists alike, and understanding the nature of the problem is half the battle. This class will focus on contemporary philosophical approaches to consciousness, and draw in psychology and neuroscience perspectives. Topics will include qualia, bats, and philosophical zombies.

*Crosslisted as: PSYCH-249CN**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**L. Sizer*

Prereq: One course in philosophy and either a second course in philosophy or psychology.

PHIL-250EA Topics in Philosophy: 'Ethical Problems in the Arts'*Fall. Credits: 4*

In this class, we use the tools of philosophy to engage with a wide range of ethical problems in the arts, such as: honoring art by immoral artists, the art market, artists' rights over their creations, appropriation, censorship, sexism and racism in art, and forgery. We consider a variety of art forms, including painting, literature, music, memorials and monuments, as well as new media like NFTs. We also consider more general ethical problems, such as the objectivity of moral judgment and the relationship between aesthetic and moral judgments. Students analyze arguments on different sides of these issues, and develop their own clear original arguments.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**J. Harold*

PHIL-250HG Topics in Philosophy: 'Happiness and The Good Life'*Not Scheduled for This Year. Credits: 4*

Philosophers through the ages have asked about the nature of happiness and its contribution to the 'good life.' Happiness is something we all want, but what is it? And why do we all want it so much? What makes us happy and why? Is a 'good life' also a happy one? This course will examine happiness from several different perspectives. We will look at what both ancient and contemporary philosophers have said about the nature and importance of happiness in our lives. We will also look at some recent work in positive psychology and think about how that empirical work augments, challenges or contrasts with the philosophical accounts. This is a writing-intensive course that focuses on developing skills in philosophical reading, analysis, and writing.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**L. Sizer***PHIL-250PE Topics in Philosophy: 'Personal Identity'***Fall. Credits: 4*

What am I? When did I begin? What will happen to me when I die? Am I the same person I was in the past, or will I be? What is the source of my identity, and is it something I can control? How do I know who I am, or can I even know? Should I know myself, and if so, why? We will examine these questions and explore key theoretical approaches to them. Our discussion will delve into various metaphysical and epistemological issues concerning personal identity and personhood, as well as their practical implications.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**K. Cho***PHIL-255 Existentialism***Not Scheduled for This Year. Credits: 4*

Modernity has brought with it scientific and technological wonders, but it has also uprooted millennia-old convictions about God, morality, and humanity's place in the universe. In a secular society, how should we choose which values to adopt, or what path in life we should follow? How can we be authentic or true to ourselves in a culture that rewards conformity? What, moreover, is the meaning of life? Existentialism, a philosophical movement that flourished in the 19th and 20th centuries, is unique in trying to provide answers to these questions. Readings are drawn both from philosophical works and from existentialist authors like Kafka, Dostoevsky, and Tolstoy.

*Applies to requirement(s): Humanities**J. Koon, M. O'Rourke-Friel***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-260AR Topics in Applied Philosophy: 'Ethics and Artificial Intelligence'*Not Scheduled for This Year. Credits: 4*

Artificially intelligent technologies are prominent features of modern life – as are ethical concerns about their programming and use. In this class we will use the tools of philosophy to explore and critically evaluate ethical issues raised by current and future AI technologies. Topics may include issues of privacy and transparency in online data collection, concerns about social justice in the use of algorithms in areas like hiring and criminal justice, and the goals of developing general versus special purpose AI. We will also look at ethics for AI: the nature of AI 'minds,' the possibility of creating more ethical AI systems, and when and if AIs themselves might deserve moral rights.

*Crosslisted as: DATA-225AR, EOS-299AR**Applies to requirement(s): Humanities**L. Sizer***PHIL-260EB Topics in Applied Philosophy: 'Ethics in Entrepreneurship and Business'***Not Scheduled for This Year. Credits: 4*

This course uses the traditional approaches of moral philosophy to explore ethical challenges and obligations faced by individuals, businesses, and organizations in an increasingly complex global environment. Through consideration of philosophical theories and particular cases we explore issues such as the social roles and ethical obligations of businesses or organizations; rights and responsibilities of workers, managers, and owners; ethics in sales and marketing; and ethics in a global business environment.

*Crosslisted as: EOS-249**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**L. Sizer**Notes: This course is strongly recommended for students interested in participating in the International Business Ethics Case Competition.***PHIL-260LW Topics in Applied Philosophy: 'Philosophy of Law'***Fall. Credits: 4*

This course surveys important philosophical issues arising in the practice and study of law. We examine fundamental questions in philosophy of law, such as: Is there a duty to obey, and sometimes disobey, the law? What does equality under the law mean? How do we reconcile moral luck with punishment? The course examines broad schools of legal thought in the context of contemporary legal issues like police profiling, affirmative action, and censorship. Readings include selections from legal theory and a variety of court decisions.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Ali**Advisory: Intro or Logical Thought recommended but not required.***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-281 Advanced Studies in Epistemology

Spring. 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-289 Advanced Studies in Philosophy**PHIL-289PM Advanced Studies in Philosophy: 'Advanced Studies in Philosophy of 'Mind'**

Not Scheduled for This Year. Credits: 4

This course focuses on the relationship between minds and bodies (the 'mind-body problem'), and the nature of mental phenomena. We will discuss the nature of mental features such as thoughts, sensations, emotions and consciousness, and consider their relationship to the seemingly unthinking, unfeeling, grey matter of the brain. We will read some historical responses to these issues but will focus on insights provided by contemporary philosophy and sciences of the mind, including neuroscience.

Applies to requirement(s): Humanities

L. Sizer

Prereq: 4 credits in Philosophy.

Advisory: Students who do not meet the prerequisite but are working towards the Five College Cognitive Neuroscience certificate are encouraged to contact the instructor.

PHIL-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

PHIL-327 Advanced Logic

Fall. 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 or MATH-232.

PHIL-328 Non-Classical Logic

Not Scheduled for This Year. 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: PHIL-225, MATH-232, or 8 credits in Philosophy.

Advisory: One course in Logic, Mathematics, Computer Science or PHIL-225.

PHIL-334 Topics in Ethics**PHIL-334KR Topics in Ethics: 'Knowing Right from Wrong'**

Fall. Credits: 4

We know it's wrong to kick puppies for fun – *morally* wrong. But how do we know this? Wait – *do we know it?* This class is about moral knowledge: what it is, if we have it, and how we get it (when we do have it). We'll consider questions in moral epistemology such as: Can we gain moral knowledge from testimony? What are the implications of the prevalence of moral disagreement? Do our evolutionary origins pose a challenge to our moral beliefs? And, more generally, should we be moral skeptics?

Applies to requirement(s): Humanities

K. Vavova

Prereq: 8 credits from the Philosophy department in writing intensive courses.

PHIL-334MA Topics in Ethics: 'Immoral Art'

Not Scheduled for This Year. 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-334MR Topics in Ethics: 'Moral Relativism'

Not Scheduled for This Year. Credits: 4

Moral relativism describes a family of views that deny the universality of moral claims. So, for example, some philosophers have claimed that statements like 'Torture is morally wrong' can only be assessed as 'true' or 'false' relative to some social agreement about moral norms. In this course, we will survey some contemporary attempts to develop and defend moral relativism, as well as some criticisms of these relativist approaches. Our goal will be to assess arguments for and against moral relativism. Prior coursework in ethics and logic is recommended.

Applies to requirement(s): Humanities

J. Harold

Prereq: 8 credits from the Philosophy department.

PHIL-334NE Topics in Ethics: 'Neuroethics'*Spring. Credits: 4*

Neuroethics draws on the tools of philosophical analysis to investigate the role of neuroscience in our personal, social, and ethical lives. This class will look at the ethics of neuroscientific interventions such as cognitive enhancement, mind reading, and lie detection. We will examine how the neurosciences might inform philosophical discussions about human nature, personality, and ethics. In addition, we will look at the evidential role of neuroscientific evidence and how neuroscience technologies such as fMRI have influenced our thinking about the mind/brain and person.

*Crosslisted as: NEURO-309NE, PSYCH-350NE**Applies to requirement(s): Humanities**L. Sizer**Prereq: 8 credits from the Philosophy department or 4 credits from Philosophy and 4 credits from Neuroscience and Behavior.***PHIL-350 Topics in Philosophy****PHIL-350FR Topics in Philosophy: 'Freedom and Responsibility'***Not Scheduled for This Year. 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-350MD Topics in Philosophy: 'Meaning and Reality: Michael Dummett'***Not Scheduled for This Year. Credits: 4*

This course is a study of 20th Century analytic philosophy using one philosopher to focus the course, Michael Dummett. Dummett was one of the greatest philosophers of the 20th century. He gave a theory of meaning using work by Frege and Wittgenstein. He then used this to argue that if our knowledge of the Universe is to be objective, then we cannot conceive of that Universe as real. That is, it is not in existence independently of our ability to find out about it. He was the first to introduce non-classical logic as a means to address the nature of truth. This introduction to his work will fill in the background to this argument, and thereby give an overview of 20th century philosophy.

*Applies to requirement(s): Humanities**S. Mitchell**Prereq: One logic course (which may be at the 100 level) and 8 credits in the department at the 200 level or above.***PHIL-350PB Topics in Philosophy: 'Public Philosophy'***Not Scheduled for This Year. Credits: 4*

In this course we will take up the question of what it means to investigate a philosophical question in a way that is accessible to a broad audience. Students will develop their own philosophical project in an academically rigorous way and then find a way to present that project outside the classroom. Along the way we investigate the question of what counts as philosophy and why. Students should have extensive experience writing philosophy papers and be ready and willing to work independently on a philosophical topic of their choosing.

*Applies to requirement(s): Humanities**N. Emery**Prereq: 8 credits in Philosophy.***PHIL-350SE Topics in Philosophy: 'Philosophy and Science of Emotion'***Fall. Credits: 4*

This course is an interdisciplinary investigation of the nature of emotions and their influences on our thoughts and actions. While we will draw from a variety of disciplines, the nature and motivations of the inquiry are philosophical. We will consider: what are emotions? Are they bodily responses? Thoughts? Feelings? What roles do cultures play in shaping our emotions? What functions do emotions serve? We will examine evidence and arguments offered by philosophy, psychology, neuroscience, anthropology and evolutionary theory, and consider how these perspectives do or don't inform each other, as well as how they can help us understand the nature of emotions.

*Crosslisted as: NEURO-309SE, PSYCH-359SE**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.***PHIL-350TE Topics in Philosophy: 'Technology, Ethics, and Public Policy'***Spring. Credits: 4*

In this course, we study the most pressing ethical concerns relating to emerging technology and envision novel policy solutions to address them. Existing regulatory and policy instruments are often unable to provide sufficient oversight for emerging technology. Can legal anti-discrimination doctrine address biased algorithmic decision-making systems? How does generative artificial intelligence challenge traditional ways of thinking about intellectual property? Do we have rights over the personal data that private firms collect about us? We examine these gaps in the context of contemporary regulatory proposals on national, multinational, and international scales.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**A. Ali**Prereq: 8 credits in philosophy.***PHIL-350TM Topics in Philosophy: 'Philosophy of Time'***Spring. 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-351 Systematic Study of One Philosopher

PHIL-351EA Systematic Study of One Philosopher: 'Elizabeth Anscombe's Ethics and Philosophy of Action'

Spring. Credits: 4

Elizabeth Anscombe (1919-2001) was one of the most important philosophers of the 20th century. Her work is strikingly original and has had a profound influence on a broad array of areas in philosophy, including the philosophy of language, epistemology, philosophy of mind, ethics, philosophy of action, and political philosophy. In this course, we will focus on her contributions to ethics and the philosophy of action. We will explore Anscombe's essays in these areas, along with works by her contemporaries and commentators to better understand her claims. Following that, we will conduct a close study of her masterpiece, *Intention*, which sets the agenda for contemporary action theories.

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

K. Cho

Prereq: 8 credits in 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
Philosophy		
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-255	Existentialism	4

Ethics and Value Theory

Code	Title	Credits
Philosophy		
PHIL-184	Environmental Ethics	4
PHIL-205	Ethics	4
PHIL-242	Social and Political Philosophy	4
PHIL-250HG	Topics in Philosophy: 'Happiness and The Good Life'	4
PHIL-260AR	Topics in Applied Philosophy: 'Ethics and Artificial Intelligence'	4
PHIL-260EB	Topics in Applied Philosophy: 'Ethics in Entrepreneurship and Business'	4
PHIL-260LW	Topics in Applied Philosophy: 'Philosophy of Law'	4
PHIL-273	Philosophy of the Arts	4
PHIL-334KR	Topics in Ethics: 'Knowing Right from Wrong'	4
PHIL-334MA	Topics in Ethics: 'Immoral Art'	4
PHIL-334NE	Topics in Ethics: 'Neuroethics'	4
PHIL-350FR	Topics in Philosophy: 'Freedom and Responsibility'	4
PHIL-350TE	Topics in Philosophy: 'Technology, Ethics, and Public Policy'	4

PHIL-351EA	Systematic Study of One Philosopher: 'Elizabeth Anscombe's Ethics and Philosophy of Action'	4
------------	---	---

Theoretical Philosophy

Code	Title	Credits
Philosophy		
PHIL-222	Philosophy of Quantum Mechanics	4
PHIL-226	Philosophy of Religion	4
PHIL-272	Metaphysics	4
PHIL-281	Advanced Studies in Epistemology	4
PHIL-350FR	Topics in Philosophy: 'Freedom and Responsibility'	4
PHIL-350SE	Topics in Philosophy: 'Philosophy and Science of Emotion'	4
PHIL-350TM	Topics in Philosophy: 'Philosophy of Time'	4

Logic

Code	Title	Credits
Philosophy		
PHIL-225	Symbolic Logic	4
PHIL-327	Advanced Logic	4
PHIL-328	Non-Classical Logic	4
PHIL-350MD	Topics in Philosophy: 'Meaning and Reality: Michael Dummett'	4

Physical Education and Athletics (PE)

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, W. Tyler

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.

D. Allen, W. Tyler

Notes: 1 PE unit. Half semester. Repeatable.

PE-303 Swim and Stay Fit

Not Scheduled for This Year.

Offers conditioning through endurance swimming. Includes instruction on stroke technique.

D. Allen

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.

Exercise, Fitness, and Wellness

PE-113 Introduction to Mindfulness

Spring.

This course will introduce the practice of mindfulness to the student.

Scientific research has shown that practicing mindfulness can help people manage stress and enhance their quality of life. It can help people cope with anxiety, navigate the tasks they face, and achieve meaningful personal growth. The course will be based on Koru Mindfulness and cover topics such as body scanning, belly breathing, dynamic breathing, eating meditation, walking meditation, Gathas and guided imagery. The course supports the four areas of the Be Well initiative including a healthy mind, body, community, and life.

D. Allen

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-123 Running for Fitness

Spring.

Covers all aspects of running, including gear, training, and running techniques. All levels of runners welcome.

J. Hartshorn

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-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.

J. Hartshorn, A. O'Byrne, J. Ward, A. Whitcomb, The department

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-127 Be Well Healthy Habit Training

Not Scheduled for This Year.

This course will provide the structure and instruction to practice a healthy start to the day for the mind and body. In support of the Be Well Program, this course introduces morning habits and routines that promote daily attention to health, wellness, and empowerment. Class time will include breathing exercises, meditation, physical activity, reflection, journaling, and goal setting. Students will have an individual morning routine mapped out for daily use beyond the course to approach each day with a proactive and positive mindset.

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-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.

A. O'Byrne, B. Proctor, 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-161 Introduction to HIIT (High-Intensity Interval Training)

Spring.

HIIT (High-Intensity Interval Training) is a method of exercising that combines high-intensity bouts of exercise with periods of rest or lower-intensity exercises in that relatively short period of time. HIIT has become a popular method of exercising because of the associated cardiovascular health benefits that can be achieved in a relatively short period of time. A typical HIIT workout is 10-30 minutes long depending on programming. In this course, students will be introduced to HIIT training in a safe and phased manner while workouts progressively become harder. Each class session will include a proper warm-up, a HIIT workout, and mobility work as a cool down. HIIT workouts may combine anaerobic (e.g. jumping, sprinting), aerobic (e.g. walking, jogging), strength (e.g. push-ups, lunges), and core (e.g. planks, squats) exercises.

I. Carpio

Restrictions: This course is limited to first-years and sophomores.

Advisory: Although it is highly recommended that students who take this class already be physically active, students who are serious about learning how to exercise are encouraged to take the course.

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-163 -Train for A 5K Run

Spring.

This semester-long physical education class is for runners of all levels – from beginners excited to improve to individuals who are ready to step up their training. Each class includes a running workout and running workshop. Students will be introduced to different types of workouts (such as intervals, fartleks, and tempos) and will learn how to adjust these workouts to meet their individual fitness needs. Workshop topics will include form and technique, stretching and foam rolling, strength training, injury prevention, nutrition, and many others. At the end of the course, students have the opportunity to participate in two local 5K races, one at Mount Holyoke and one at UMass.

L. Ritchie

Notes: 2 PE units. 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 primarily utilizing body weight to grow stronger. Mini lectures on a variety of related exercise topics will also be given.

E. Perrella

Advisory: This class is designed for students who have at least a minimal level of fitness.

Notes: 1 PE unit. Half semester. Repeatable.

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.

J. Hartshorn, C. Murphy

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.

K. Courmoyer-Cronk, A. Gonzalez

Restrictions: This course is limited to first-years and sophomores.

Notes: 1 PE unit. Half semester. 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.

B. Tascione

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. It is strongly recommended that students bring their own yoga mats.

PE-211 RAD (Rape Aggression Defense) Keychain Self Defense

Fall.

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.

K. Courmoyer-Cronk, A. Gonzalez

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; 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-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.

B. Proctor

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.

J. Hartshorn, C. Murphy

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

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

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-138 Basketball

Fall and 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.

The department

Notes: 1 PE unit. Repeatable.

PE-140 Indoor Rowing

Fall and Spring.

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.

C. Murphy

Notes: 1 PE unit. Half semester. Repeatable.

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.

L. Xaba

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-148 Pickleball

Fall and Spring.

This course is designed for players with little or no experience in pickleball. The students will be introduced to the following: rules and scoring; groundstrokes, volleys, serves, return of serve, dinks, drop shots, lobs, and overhead smash; basic singles and doubles play; sportsmanship guide, pickleball etiquette; safety; and life-long play.

I. Carpio, B. Proctor, A. Whitcomb

Notes: 1 PE unit. 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, A. Golembeski, K. Michaels

Notes: 2 PE units. Repeatable. Fee: \$850.

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, A. Golembeski, K. Michaels

Notes: 2 PE units. Repeatable. Fee: \$850.

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.

J. Collins, E. Donaldson, M. Niefer, L. Sattler, S. Trase

Notes: 2 PE units. Repeatable. Fee: \$850.

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.

J. Collins, The department

Advisory: Riders must be able to walk, jog, and lope.

Notes: 2 PE units. Riding fee \$850. Repeatable.

PE-250 Intermediate General Riding

Not Scheduled for This Year.

For riders with moderate experience who would like to ride on the flat (no jumping). Riders must be capable of walking, trotting and cantering. The instructor will stress finer communication with the horse through use of both modern and classical approaches and exercises. Principles of hunt seat equitation and dressage style riding will be explored as well as tangential topics such as longe-ing, bareback, green horse training and in hand work.

A. Ingellis

Notes: 2 PE units. Fee \$850. 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.

R. Bigelow, N. Eula, C. Law, M. Lynch, L. Peteros

Instructor permission required.

Notes: 2 PE units. Repeatable. Fee: \$850.

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.

A. Ingellis, P. Pierce

Advisory: Must be able to walk-trot-canter.

Notes: 2 PE units. Repeatable. Fee: \$850.

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.

C. Law, N. Cannici, M. Lynch

Notes: 2 PE units. Repeatable. Fee: \$850.

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.

A. Ingellis

Notes: 2 PE units. Repeatable. Fee: \$850.

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.

J. Collins, N. Eula, C. Law

Notes: 2 PE units. Repeatable. Fee: \$850.

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.

A. Ingellis

Notes: 2 PE units. Repeatable. Fee: \$850.

PE-459 Private Riding Instruction**PE-459RA Private Riding Instruction 2x/week**

Fall.

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

Instructor permission required.

Notes: 2 PE units. Repeatable. Fee: \$1360, 17 lessons.

PE-459RB Private Riding Instruction 1x/week

Fall.

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

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.

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

Instructor permission required.

Notes: 2 PE units. Repeatable. Fee: \$1105, 17 lessons.

PE-461RB Semi-Private Riding Instruction 1x/week

Fall.

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

Instructor permission required.

Notes: 1 PE unit. 9 lessons (45-60 minutes); once per week. Riding fee \$585. Repeatable.

Club Sports

PE-261 Club Fencing

Fall and Spring.

Club Fencing provides interested students a chance to learn and compete in fencing which may provide continued enjoyment throughout life. The club holds weekly practice sessions, attends USFA tournaments and practices with area clubs.

W. Sorensen

Instructor permission required.

Notes: 1 PE unit. Repeatable. For more information on the club visit Embark (<https://embark.mtholyoke.edu/fencing/home/>). To receive 1 PE unit, a student in the club must register for the class by the add deadline and must sustain club membership throughout the semester. Attendance will be monitored. Retroactive enrollment in the class at any point past the add period will not be allowed.

PE-262 Club Ice Hockey

Fall and Spring.

Club ice hockey is open to those interested in learning the sport. No previous experience is required.

T. Cardosi

Instructor permission required.

Notes: 1 PE unit. Repeatable. For more information on the club visit the club Google site (<https://tinyurl.com/mhcih/>). To receive 1 PE unit, a student in the club must register for the class by the add deadline and must sustain club membership throughout the semester. Attendance will be monitored. Retroactive enrollment in the class at any point past the add period will not be allowed.

PE-263 Club Rugby

Fall and Spring.

Mount Holyoke College Rugby Football Club is a club Rugby Union team. It practices in the fall and spring and has competition in each semester. It is a member of the NEWCRC (15's conference) and NEC7C (7's conference).

J. LeGrand, H. Verelst

Instructor permission required.

Notes: 1 PE unit. Repeatable. For more information on the club visit the Rugby Club site (<https://mountholyokerugby.wordpress.com/>). To receive 1 PE unit, a student in the club must register for the class by the add deadline and must sustain club membership throughout the semester. Attendance will be monitored. Retroactive enrollment in the class at any point past the add period will not be allowed.

PE-264 Ultimate Frisbee Club

Fall and Spring.

Ultimate Frisbee Club practices year-round on Tuesday, Wednesday, and Thursday evenings, and has team workouts on Sundays. Many weekends in September, October, March, and April are spent at tournaments. Players on the A team should be fully committed to the team and are expected to attend every practice and tournament. B team players are not held to strict attendance guidelines for competition, but need to attend two practices/week for a PE unit.

J. Baumann, P. Howell

Instructor permission required.

Notes: 1 PE unit. Repeatable. For more information on the club visit the Ultimate site (<https://mhc-ultimate.github.io/mhcultimate/about.html>). To receive 1 PE unit, a student in the club must register for the class by the add deadline and must sustain club membership throughout the semester. Attendance will be monitored. Retroactive enrollment in the class at any point past the add period will not be allowed.

PE-266 Dressage Club

Fall and Spring.

Dressage is a club sport at Mount Holyoke College. The dressage team is a member of the Intercollegiate Dressage Association (IDA), Region B. Our team has won National Champion honors at Nationals five times (2002, 2003, 2004, 2008, and 2013), and has won Reserve National Champion honors three times (2005, 2007, and 2017). Many of our riders have also earned regional and national individual titles.

A. Ingellis

Instructor permission required.

Notes: 1 PE unit. Repeatable. For more information on the club visit the Dressage site (<https://commons.mtholyoke.edu/dressage/>). To receive 1 PE unit, a student in the club must register for the class by the add deadline and must be a mounted rider in the club. Attendance will be monitored. Retroactive enrollment in the class at any point past the add period will not be allowed.

PE-267 Western Club

Fall and Spring.

The Western Club competes in the IHSA. We also are affiliated with the AQHA and NRHA and compete in western horsemanship and reining during the season.

K. Wainscott

Instructor permission required.

Notes: 1 PE unit. Repeatable. For more information on the club visit the Western site (<https://commons.mtholyoke.edu/mhcwestern/>). To receive 1 PE unit, a student in the club must register for the class by the add deadline and must be a mounted rider in the club. Attendance will be monitored. Retroactive enrollment in the class at any point past the add period will not be allowed.

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.

J. Hartshorn

Instructor permission required.

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

Instructor permission required.

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.

B. Proctor

Instructor permission required.

Advisory: Team selection by tryouts.

Notes: 2 PE units. 5 meetings. Repeatable.

PE-435 Intercollegiate Volleyball Team

Fall.

Includes 18- to 20-match schedule. Volleyball Hall of Fame Invitational, and NEWMAC Championship.

I. Carpio

Instructor permission required.

Advisory: Team selection by tryouts.

Notes: 2 PE units. 5 meetings. 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.

The department

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.

C. Murphy

Instructor permission required.

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.

L. Xaba

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.

J. Hartshorn

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.

A. O'Byrne

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

Instructor permission required.

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.

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.

Physical Education (Academic Courses) (PHYED)

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.

Physics (PHYS)

PHYS-100 Foundations of Physics

Fall. Credits: 4

This is an algebra-based first-semester physics course geared towards students intending on careers in health professions, though it is open to all. Topics are drawn from the MCAT syllabus, and include optics, motion, forces, energy, and fluids.

Applies to requirement(s): Math Sciences

S. Bassler

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

This a calculus-based physics course designed for students intending to major in physics, astronomy, or another physical science, though all are welcome. It also fulfills pre-health requirements. Students will learn how to apply fundamental physics concepts such as force, energy, momentum to a variety of mechanical situations, including projectile motion, human movement, fluid motion, and planetary motion.

Applies to requirement(s): Math Sciences

K. Nordstrom

Prereq: MATH-101 or equivalent. Coreq: PHYS-110L.

PHYS-132 Engineering for Everyone

Spring. Credits: 4

Engineers change the world we live in every day by developing technologies that influence nearly every aspect of our lives. In this course, we will study how engineered things shape the world we live in. Students will engage in a team-based, hands-on engineering design project, from brainstorming solutions to a contemporary problem, to building, testing, and iterating design solutions. In the process, students will learn basic programming and fabrication skills. We will reflect together on the ethics of engineering design, and leave with a more nuanced understanding of the ways technology and society interact. Who decides what technologies matter? What is a "good" technological solution, and for whom is it "good"?

Crosslisted as: COMSC-132

Applies to requirement(s): Math Sciences

M. Su

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.

PHYS-150 Phenomena of Physics

Spring. Credits: 4

This is an algebra-based second-semester physics course geared towards students intending on careers in health professions, though it is open to all. Topics are drawn from the MCAT syllabus, and include electricity, magnetism, waves (sound and light), and nuclear physics. This is the spring semester continuation of the Physics 100 course in the fall, but students who have taken Physics 110 (or any equivalent) are also eligible to join.

Applies to requirement(s): Math Sciences

S. Marshall

Prereq: PHYS-100 or PHYS-110. Coreq: PHYS-150L.

PHYS-201 Electromagnetism

Fall and Spring. Credits: 4

This a calculus-based physics course designed for students intending to major in physics, astronomy, or another physical science, though all are welcome. It also fulfills pre-health requirements. This is the second semester of the physics introductory sequence, with Physics 110 as a prerequisite. Students will use concepts learned in 110 such as force and energy, and learn new concepts such as charge, fields, and potentials. Students will apply these concepts to situations involving electromagnetic phenomena, including electric circuits, magnetism, induction, and radiation.

Applies to requirement(s): Math Sciences

S. Balasubramanian

Prereq: PHYS-110 and MATH-102. Coreq: PHYS-201L.

PHYS-205 Introduction to Mathematical Methods for Scientists

Fall. Credits: 4

Topics include Taylor series, complex numbers, partial differentiation, multiple integration, selected topics in linear algebra and vector calculus, ordinary differential equations, and Fourier series. The course includes a weekly computational lab using Python, in addition to a traditional emphasis on analytic solutions.

Applies to requirement(s): Math Sciences

A. Arango

Prereq: PHYS-201 (or concurrent enrollment with permission).

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. In addition to exploring key physical phenomena crucial to modern understandings and gaining familiarity with modern experimental apparatus and techniques, students complete exploratory projects of various sorts and then extended, multi-week experimental projects, participating in experimental design, construction, debugging and implementation. Students will present and interpret their experimental results and develop follow-up questions which they will answer experimentally. This course will introduce students to scientific communications skills and is speaking- and writing-intensive.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Nordstrom**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**R. Higley**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 phenomena and quantum mechanics. Topics include relativistic dynamics, blackbody radiation, and wave properties of matter. The Uncertainty Principle, Schrodinger's Equation, simple harmonic oscillators 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**K. Aidala**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**K. Nordstrom**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***Not Scheduled for This Year. 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-311 Computational Physics Laboratory***Fall. Credits: 4*

Computers bring a new dimension to the mathematical theories of physics, including new methods of visualization and new ways to explore theory through computer experiments. This laboratory course will combine mathematics, physics, and computation in projects that make essential use of all three together. Topics from various subfields of physics will be packaged into self-contained modules for exploration through the use of high-level computational tools.

*Applies to requirement(s): Math Sciences**S. Marshall**Prereq: PHYS-201 and 205.**Advisory: Students who have completed PHYS 110, 201 (or equivalents), and have taken separate math courses including: i) multivariable calculus, ii) linear algebra, and iii) differential equations may also be qualified. Contact the instructor to discuss.***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**The department**Prereq: PHYS-205.***PHYS-325 Electromagnetic Theory***Spring. 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**S. Balasubramanian**Prereq: PHYS-205 and PHYS-210.***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

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. Through project/case studies, basic scientific principles will be developed along side of basic engineering principles.

Crosslisted as: CHEM-328

Applies to requirement(s): Math Sciences

Other Attribute(s): Writing-Intensive

M. Gomez

Prereq: MATH-102 and any chemistry or physics course.

PHYS-336 Quantum Mechanics

Fall. 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

S. Bassler

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

K. Nordstrom

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 (POLIT)

POLIT Courses

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

R. Darrow, A. Hilton, P. Smith, The department

POLIT-106 Comparative Politics

Fall and Spring. 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

R. Darrow, The department

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

S. Hashmi, K. Khory, C. Mitchell, A. Reiter

POLIT-118 Introduction to Political Ideas

Fall. 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, K. Henderson

POLIT-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 for any honors thesis.

Applies to requirement(s): Social Sciences

The department

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

Not Scheduled for This Year. 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

N. Sabanadze

POLIT-211 Classical Political Thought

Fall. 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.

Applies to requirement(s): Social Sciences

K. Henderson

Restrictions: Course limited to sophomores, juniors and seniors

POLIT-212 Modern Political Thought

Not Scheduled for This Year. 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

Spring. Credits: 4

Introduction to the peoples and politics of the Middle East. Begins with the historical situation of the region in the early twentieth century and challenges to the Ottoman Empire. Traces how the clash of nationalisms and imperialisms shaped the emergence of independent states before and after World War II, the rise of Pan-Arab and Zionist ideologies, the subsequent Arab-Israeli conflicts, the intra-Arab disputes, and the superpower rivalry and its influence on regional politics.

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

S. Hashmi

Prereq: POLIT-116.

POLIT-218 Israel/Palestine: Fact/Fiction

Not Scheduled for This Year. Credits: 4

This seminar traces the evolution of the Israeli-Palestinian conflict through autobiography, novels, and film. It focuses on the birth of Israel and the creation of a Palestinian diaspora, the toll war and terrorism have taken on both sides, and the mental and physical barriers that separate Israelis and Palestinians today.

Applies to requirement(s): Social Sciences; Multicultural Perspectives
S. Hashmi

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

Not Scheduled for This Year. 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-230 Resistance and Revolution

Fall. 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

Spring. 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
K. Henderson

Restrictions: Course limited to sophomores, juniors and seniors

POLIT-234 Black Metropolis: From MLK to Obama

Not Scheduled for This Year. 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.

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
A. Hilton, J. Wuest

Prereq: POLIT-104.

POLIT-236 Civil Liberties

Not Scheduled for This Year. 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

J. Wuest

Prereq: POLIT-104.

POLIT-243 Introduction to Latin American Politics

Spring. 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

Not Scheduled for This Year. 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

The department

Prereq: POLIT-104, or HIST-270, or HIST-170 and HIST-171.

POLIT-247 International Law and Organization

Not Scheduled for This Year. 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-248DA Topics in Politics: 'Defense Against the Dark Arts'**

Not Scheduled for This Year. Credits: 4

Popular narratives about American politics today are often horror stories or crime stories, set in a realm of dirty tricksters, snake-oil salesmen and swamp creatures. Does entering the political arena mean going over to the dark side? This course separates myths, caricatures and textbook idealizations from the more complicated realities about political operators and their machinations. Participants will study the dark arts of electoral manipulation, propaganda, influence-peddling, and other cynical and subterranean political stratagems, learning how these tricks are performed, with the aims of counteracting their influence and designing more democratic modes of governance.

Applies to requirement(s): Social Sciences

R. Darrow

POLIT-248GE Topics in Politics: 'Sex, Gender, and American Law'

Not Scheduled for This Year. Credits: 4

How does the law police or protect sexuality? Why do activists and attorneys spar over theories of gender identity? How did abortion become the seeming center of American politics? This course examines sexual and gender oppression and liberation in the U.S. from the nineteenth century to the present. We will explore how sexual and gender minorities won civil rights struggles, how those rights have been rolled back, and how these political conflicts have transformed the meanings of liberty and equality. In this pursuit, we will consult court cases, social movement histories, police records, "gayborhood" maps, labor union contracts, and other means by which law shapes identity and desire.

Applies to requirement(s): Social Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

J. Wuest

Prereq: POLIT-104.

POLIT-248GR Topics in Politics: 'Grassroots Democracy'

Spring. 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'

Not Scheduled for This Year. 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-248TE Topics in Politics: 'Science, Technology and Public Policy'*Fall. Credits: 4*

As numerous controversies have made clear – from Galileo's heresy trial to contemporary disputes over vaccination – the purportedly neutral and objective results of scientific inquiry are in practice hotly contested and profoundly political. Students in this course will critically examine science and technology as social practices, in the hope of becoming more responsible users of these powerful tools. Course topics include how scientific and technical knowledge are produced and disseminated, how scientific and technical experts contribute to the policymaking process, and how research and innovation are governed through legislation, regulation, institutions, social norms and movements.

*Applies to requirement(s): Social Sciences**R. Darrow***POLIT-249 African Politics***Not Scheduled for This Year. Credits: 4*

The purpose of this course is to introduce students to a historically informed comparative study of African politics. The course views Africa as a distinct region with a vital role in the international system, reviewing major theories designed to explain patterns of African politics and the variations between and within African states. The course is motivated by the need to understand the legacies of colonialism, the relative weakness of the African state, and the variation of political and economic development in the continent. Finally, the course examines some aspects of social change and political reforms in post-independence Africa, such as democratization, international relations, and the role of civil society.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**The department***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-255 Gender and Power in Global Contexts****POLIT-255PA Gender and Power in Global Contexts: 'The Politics of Abortion in the Americas'***Fall. 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-267 The Politics of Finance and Financial Crises***Not Scheduled for This Year. 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-270 American Foreign Policy***Not Scheduled for This Year. 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**The department**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-273 Public Policy***Spring. Credits: 4*

Want to change your government for the better? This course is concerned with the practical business of how, focusing on the often invisible and underappreciated public servants who do the hard work of designing, implementing and enforcing the policies and programs on which modern societies depend. Their work is often nonideological, yet modern democracies have long harbored suspicions of the power of unelected bureaucrats. Students in this course will study these debates over the organization and functions of modern state administration, familiarize themselves with policymaking processes, and engage in designing practical solutions to some of the most pressing social issues of the present.

*Applies to requirement(s): Social Sciences**R. Darrow*

POLIT-277 Dislocation: Class and Politics in the U.S.*Spring. Credits: 4*

Dislocation from work and home has been a common experience of the working class in the United States since World War II. Whether caused by factors such as the gentrification of urban neighborhoods and rural towns, deindustrialization, urban renewal, automation, or the precarity of low-wage employment, the working class experience of dislocation continues today. This course will examine the decision making behind the policies and practices that have dislocated many working class Americans, as well as how these people have adjusted, accommodated, resisted, and sometimes fought dislocation from their jobs and homes. In this course, class is viewed as a social position shaped by power relations. While race and gender will be taken into account, our main focus will be understanding and explaining the common experience of the working class majority in the U.S.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**P. Smith**Prereq: POLIT-104 or POLIT-252, or 8 credits in Politics.***POLIT-278 U.S. Elections***Not Scheduled for This Year. Credits: 4*

Elections are 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 relatively low turnout, increasing polarization, invisible money, racial and gender inequality, partisan gerrymandering, and new forms of voter disenfranchisement. This course offers students an overview of American elections by placing the November elections in historical and comparative perspective and following their development in real time. Students will also gain on-the-ground experience working in the local community as voter registrants and get-out-the-vote activists in the run-up to the November elections. By the end of the semester, students will have developed an in-depth understanding of the workings of American electoral institutions and behavior as well as transferrable skills for organizing and mobilizing political action.

*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-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: 8 credits in the department including POLIT-116.***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-319 War: What Is It Good For?***Not Scheduled for This Year. Credits: 4*

A multidisciplinary exploration of the ways humans have understood, represented, experienced, and justified war over time and across cultures. Using art, literature, and film in addition to social scientific research, this course considers the many different meanings war has in human societies. It analyzes possible causes of war, including innate human drives, gender differences, socialization, regimes, and ideological and resource competition in a condition of international anarchy. It probes how war is experienced by soldiers and civilians. Finally, it examines justifications for war from a range of ethical perspectives.

*Applies to requirement(s): Social Sciences**S. Hashmi**Restrictions: This course is open to juniors and seniors***POLIT-327 Transitional Justice***Not Scheduled for This Year. 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-342 Islamic Political Thought*Spring. 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-351 The Supreme Court***Spring. Credits: 4*

This course will focus on the most important cases decided by the United States Supreme Court since 1803. Each week will focus on a different seminal Supreme Court case and the political context surrounding the case. The cases will focus on topics such as judicial review, reproductive rights, school desegregation, free speech, gay marriage, and affirmative action. As a final project, students will create a presentation on a Supreme Court case that is not covered in the course. Students will also submit reaction papers each week. The learning objectives of the course include: understanding how to read a federal court case, examining the way politics influences Supreme Court decisions, and exploring the way Supreme Court decision making has an impact on American society.

*Applies to requirement(s): Social Sciences**D. Holley**Restrictions: This course is open to juniors and seniors**Prereq: POLIT-104 or POLIT-235.***POLIT-355 Race and Housing***Not Scheduled for This Year. Credits: 4*

This course examines the role of race in the construction of housing markets and policies in United States. It will consider housing markets and policies in the larger context of postwar American Political Development. We will also examine how African Americans, Latinx, Asian Americans, and whites embraced, accommodated, and protested segregated housing markets and discriminatory policies. Topics discuss include racial and class segregation, fair housing, public housing, urban redevelopment, and gentrification.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Writing-Intensive**P. Smith**Prereq: 8 credits in Politics including POLIT-104, POLIT-234, or POLIT-252.***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***Spring. 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-365 Ethics and International Relations***Fall. 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 Global Migration***Not Scheduled for This Year. Credits: 4*

This course examines voluntary and forced migrations from local, regional and global perspectives. It focuses on contemporary population movements and their historical antecedents, paying particular attention to colonial legacies and the immigration policies of European states and the U.S. We will debate the costs and benefits of migration, the ethical and normative implications of asylum policies and the treatment of refugees, and rights and obligations of citizenship. The course concludes with an analysis of the global compact for migration and the institutional and legal frameworks for protecting migrant rights and refugees.

*Applies to requirement(s): Social Sciences**K. Khory**Restrictions: This course is open to juniors and seniors**Prereq: 8 Credits from Politics*

POLIT-372 Earthborn Democracy*Not Scheduled for This Year. Credits: 4*

The relationship between ecology and democracy has a complex history and an uncertain future. Ecological crises threaten all forms of life on earth, and democracy too is an endangered species, as popular discontent, elite malfeasance, and unresponsive institutions herald democratic crisis if not collapse. If our present political concepts and institutions are inadequate for meeting the challenges of living in right relation with the more-than-human world, these inadequacies are themselves symptoms of a failing political-cultural *story* and a lack of concrete practices of ecological renewal. Course readings will excavate political practices and stories illustrating the interdependence necessary to inspire and orient the work of ecological renewal.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive*

A. Aslam

*Prereq: 8 Credits from Politics***POLIT-378 Backsliding and Resilience in U.S. Democracy***Not Scheduled for This Year. Credits: 4*

American democracy is in trouble. But when has it not been? Since the election of Donald Trump, observers have increasingly begun to question basic assumptions about the apparent stability of the American constitutional regime. Yet critical observers, activists, and political movements across the past two centuries have persistently called attention to the deficits of U.S. democracy and sought to rectify them. Is America presently at risk of "democratic backsliding"? Or will U.S. democracy prove resilient? This course puts the current distemper of U.S. democracy in historical perspective by examining the complex and contradictory patterns of democratic development from the Founding to the present.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive*

A. Hilton

*Prereq: 8 credits in the department and POLIT-104.***POLIT-380 Nationalism and Ethnic Politics***Not Scheduled for This Year. Credits: 4*

This course examines ethnic and nationalist ideologies and movements in contemporary politics. It will focus on major theories and approaches to the study of nationalism, the role of nationalism in state-building and modern warfare, and the mobilization of ethno-nationalist identities by political entrepreneurs and movements including anticolonialism and fascism. Drawing on cross-regional examples from Asia, Europe and the United States, we will analyze the causes of ethnic conflict and political violence, the global resurgence of nationalism, and the rise of populist movements. We will also consider multiculturalism and cosmopolitan alternatives to nationalism.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive*

K. Khory

*Prereq: 8 credits in politics.***POLIT-384 Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century***Fall. 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-387 Advanced Topics in Political Theory****POLIT-387AW Advanced Topics in Politics: 'Law and Inequality'***Spring. Credits: 4*

The gap between the rich and the poor in the United States today is as wide as it was during the Great Depression. Some scholars and lawmakers have called our era the "Second Gilded Age," a reference that evokes images of robber barons and monopolists, the "billionaire class" of yesteryear. This seminar poses the question: what does law have to do with it? Together, we will explore all the ways that "law," "politics," and "economics" are messily entwined, and how those entanglements explain who has wealth, who gets healthcare, who goes to jail, and who decides climate change policy.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive*

J. Wuest

*Prereq: 8 credits in the department and POLIT-104.***POLIT-387DE Advanced Topics in Politics: 'Democratic Desire'***Not Scheduled for This Year. Credits: 4*

If democracies trace their origins back to insurrections – whether, to name three, the American, French, or Haitian – how do we make sense of the near-universal condemnation of January 6th insurrections or of those participating in uprisings in Ferguson, Baltimore, Portland, Seattle, Athens or Madrid over the last decade as threats to democracy? This paradox points to an underdeveloped concept of desire across democratic theory that would explain the basis for the people to rule themselves. This course will explore democratic desire as both the desire not to be ruled by others and the desire for collective self-rule. Beginning with feminists writing about erotic power such as Audre Lorde and the varied practices of so-called "pleasure activists," we will understand the role of desire in politics, how it can be tapped into, why it can be so unruly, and why it is repressed. Tracing desire's anarchic element, our readings will examine "wild democracy" and the polymorphism of desire, as pathways for cultivating a healthy desire for exercising power and cooperating with others through organizing and movement practices. Readings may include titles by Anne Norton, adrienne marie brown, Lama Rod Owens, Norman O. Brown, Bonnie Honig, and Saidiya Hartman.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive*

A. Aslam

Prereq: 8 credits in the department and POLIT-118.

POLIT-387EC Advanced Topics in Politics: 'U.S. Elections'*Fall. Credits: 4*

Elections are critical moments in the life of modern democracy. They answer three fundamental questions: Who governs? Who gets what? Who are we? As such, they are both vital and deeply contested events. This course offers students a deep dive into the mechanics of United States elections, engaging with the process as both activists and analysts.

Outside the classroom, students will help local community organizations register voters ahead of the November elections. Inside the classroom, they will hone their data analysis skills by querying real-world election and polling datasets. By the end of the course, students will have a clearer understanding of U.S. elections, their flaws, and their potential.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Community-Based Learning**A. Hilton**Prereq: 8 credits in the department.***POLIT-387FX Advanced Topics in Politics: 'The Feminist Sex Wars'***Spring. Credits: 4*

In the late 1970s through the 1980s, a series of contentious debates erupted in American feminism over pornography, prostitution, sadomasochism, and other issues related to sex, power, pleasure, desire, erotic community, and violence. This was a time of prolific theorizing and bitter conflict known as the "feminist sex wars." This course tries to make sense of some common contemporary discourses on pornography, sexual representation, sexual conduct, and sexual ethics by exploring their sources in the feminist political and theoretical debates of the sex wars, as well as examining how feminist engagement with these issues was entangled in larger political, cultural, and philosophical contexts.

We will also question how the feminist sex wars are remembered and theorized today and what kind of stories about the feminist sex wars are repeatedly told in different institutional contexts.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Henderson**Prereq: 8 credits in the department.**Advisory: Strongly recommended that students take POLIT-233 or GNDST-101 before taking this course.***POLIT-387HE Advanced Topics in Politics: 'Health and Inequality'***Not Scheduled for This Year. Credits: 4*

This course is designed to provide students with both an in-depth study of the political and social determinants of health and with queer, feminist, and postcolonial theorizations of health and the body. We will question and theorize what "health" is as well as study how economic and social inequality distribute unequal life chances. We will examine how race, class, gender, sexuality, and citizenship combine to help some survive and even profit from disease and illness while others perish and experience shame, stigma, and financial insecurity. We will study how politicians, scientists, and public health officials have treated different communities and how various marginalized communities have fought back for improved life chances.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Henderson**Prereq: 8 credits in the department.***POLIT-387PC Advanced Topics in Politics: 'U.S. Foreign Policy: The President vs. Congress'***Fall. Credits: 4*

This course analyzes the tug-of-war between the executive and legislative branches in the making of U.S. foreign policy. We will discuss the powers given by the Constitution to the President and Congress in foreign affairs. We will also discuss how each branch has over time claimed informal powers. Issues studied include conflicts in the Indo-Pacific and the Middle East, climate change, cybersecurity, trade wars, nuclear non-proliferation, global pandemic, and immigration. Case studies are drawn from the Bush Sr. to the Biden administrations.

*Applies to requirement(s): Social Sciences**A. Castleberry-Hernandez**Prereq: 8 credits in the department including POLIT-116***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-387PE Advanced Topics in Politics: 'The 1%'***Not Scheduled for This Year. Credits: 4*

In recent years, scholarship on American politics has challenged the idea that our government has upheld and expanded basic democratic principles since the fall of Jim Crow. This scholarship notes a growing wealth gap since the 1970s and 1980s that has given rise to a "New Gilded Age." Along with this rising wealth gap, the United States has also endured rising incarceration rates, a shrinking middle class, an eroding public sphere, and charges that plutocracy – or governance by the rich – has overtaken American democracy. In this course we will explore, investigate, and challenge several arguments and assumptions at the heart of these critiques of contemporary US politics. Students will read and discuss cutting edge scholarship and journalism exploring the inequality debates, including inquiries into the complex interrelations of race, gender, and class.

*Applies to requirement(s): Social Sciences**A. Hilton**Prereq: 8 credits in Politics including POLIT-104.*

POLIT-391 Pivotal Political Ideas**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.*

Courses Meeting Politics Subfield Requirements for the Major

American Politics

Code	Title	Credits
Politics		
POLIT-104	American Politics	4
POLIT-234	Black Metropolis: From MLK to Obama	4
POLIT-235	Constitutional Law: The Federal System	4
POLIT-236	Civil Liberties	4
POLIT-246	American Political Thought	4
POLIT-248DA	Topics in Politics: 'Defense Against the Dark Arts'	4
POLIT-248GE	Topics in Politics: 'Sex, Gender, and American Law'	4
POLIT-248PM	Topics in Politics: 'Parties and Movements in American Politics'	4
POLIT-252	Urban Politics	4
POLIT-277	Dislocation: Class and Politics in the U.S.	4
POLIT-278	U.S. Elections	4
POLIT-343	Law and Religion	4
POLIT-351	The Supreme Court	4
POLIT-355	Race and Housing	4
POLIT-378	Backsliding and Resilience in U.S. Democracy	4
POLIT-387AW	Advanced Topics in Politics: 'Law and Inequality'	4
POLIT-387EC	Advanced Topics in Politics: 'U.S. Elections'	4
POLIT-387PC	Advanced Topics in Politics: 'U.S. Foreign Policy: The President vs. Congress'	4
POLIT-387PE	Advanced Topics in Politics: 'The 1%'	4

Comparative Politics

Code	Title	Credits
Politics		
POLIT-106	Comparative Politics	4
POLIT-208	Chinese Politics	4
POLIT-209	Contemporary Russian Politics	4
POLIT-228	East Asian Politics	4
POLIT-230	Resistance and Revolution	4
POLIT-243	Introduction to Latin American Politics	4
POLIT-249	African Politics	4
POLIT-255PA	Gender and Power in Global Contexts: 'The Politics of Abortion in the Americas'	4
POLIT-267	The Politics of Finance and Financial Crises	4
POLIT-314	Political Violence: Causes and Solutions	4
POLIT-327	Transitional Justice	4
POLIT-343	Law and Religion	4
POLIT-359	Democratization and Civil Society in East Asia	4
POLIT-363	Political Economy of the European Union	4
Russian & Eurasian Studies		
RES-240	Contemporary Russian Politics: From Lenin to Putin	4

International Politics

Code	Title	Credits
Politics		
POLIT-116	World 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-232	Introduction to International Political Economy	4
POLIT-247	International Law and Organization	4
POLIT-267	The Politics of Finance and Financial Crises	4
POLIT-270	American Foreign Policy	4
POLIT-272	Trade and American Foreign Policy	4
POLIT-305	International Society	4
POLIT-314	Political Violence: Causes and Solutions	4
POLIT-319	War: What Is It Good For?	4
POLIT-327	Transitional Justice	4
POLIT-333	Just War and Jihad: Comparative Ethics of War and Peace	4
POLIT-363	Political Economy of the European Union	4
POLIT-365	Ethics and International Relations	4
POLIT-366	Global Migration	4
POLIT-380	Nationalism and Ethnic Politics	4
POLIT-384	Ending War and Securing the Peace: Conflict Mediation and Resolution in the 21st Century	4

Political Theory

Code	Title	Credits
Gender Studies		
GNDST-221QF	Feminist and Queer Theory: 'Feminist and Queer Theory'	4

Politics

POLIT-118	Introduction to Political Ideas	4
POLIT-211	Classical Political Thought	4
POLIT-212	Modern Political Thought	4
POLIT-233	Introduction to Feminist Theory	4
POLIT-246	American Political Thought	4
POLIT-248GR	Topics in Politics: 'Grassroots Democracy'	4
POLIT-248TE	Topics in Politics: 'Science, Technology and Public Policy'	4
POLIT-305	International Society	4
POLIT-333	Just War and Jihad: Comparative Ethics of War and Peace	4
POLIT-342	Islamic Political Thought	4
POLIT-365	Ethics and International Relations	4
POLIT-372	Earthborn Democracy	4
POLIT-387HE	Advanced Topics in Politics: 'Health and Inequality'	4
POLIT-387PD	Advanced Topics in Politics: 'Other Political Dreams'	4
POLIT-391RE	Pivotal Political Ideas: 'Reparations and the Politics of Repair'	4

Psychology (PSYCH)

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

B. Singh, 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

Other Attribute(s): Writing-Intensive

K. Binder, T. Hodges

Prereq: PSYCH-201 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 Honors Thesis Seminar

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

Restrictions: This course is limited to PSYCH, PSYED, and NEURO majors only.; This course is limited to seniors.

Advisory: Only students doing an honors thesis are permitted to register.

PSYCH-399 Honors Thesis Seminar

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

Restrictions: This course is limited to PSYCH, PSYED, and NEURO majors only.; This course is limited to seniors.

Advisory: Only students doing an honors thesis are permitted to register.

Notes: Must be concurrently enrolled in a 395 independent study.

Social Psychology

PSYCH-210 Social Psychology

Spring. Credits: 4

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

B. Singh

Prereq: A 100 level psychology course or AP Psychology.

PSYCH-212 Individuals and Organizations

Spring. 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.

Crosslisted as: EOS-299ND

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

We begin this course by examining how the concept of race was developed to justify human rights atrocities and how it continues to be used to justify racial disparities today. We then examine theories of racism and its persistence at multiple ecological levels: intrapersonally, interpersonally, and institutionally. Although a theory driven course, students will be asked to apply theory to their own personal experiences, deepening an understanding of our own areas of oppression and privilege. Finally we will turn to inter-group relations theory, attending not only to dominant and minority group race-relation dynamics, but also inter-minority group relations (e.g., Black-Asian relations).

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

J. Tawa

Restrictions: Course limited to sophomores, juniors and seniors

PSYCH-219 Topics in Social Psychology**PSYCH-219DH Topics in Social Psychology: 'Social Determinants of Health'**

Spring. Credits: 4

Social determinants of health (SDOH) are the social factors that affect the health and health behavior of people, such as housing, employment, social support, and healthcare access. SDOH also includes structural and systemic factors, like discrimination. This course will provide an overview of SDOH from the perspectives of psychology and public health to understand health experiences and disparities, as well as avenues for addressing health-related injustices.

Applies to requirement(s): Social Sciences

C. Flanders

Prereq: PSYCH-100 or AP Psychology.

PSYCH-219GR Topics in Social Psychology: 'Behavior Research in Intergroup Psychology'

Fall. Credits: 4

across social identity groups. Behavioral research is construed widely here to include data that directly assesses behavior in lieu of self-reported perceptions of behavior. This distinction is critical as self-reported behavior is frequently a poor predictor of actual behavior. Increasingly, behavioral methods include the use of technology such as eye-tracking and virtual reality. While largely a content focused course, there will be some hands-on components which will expose students to intermediate level research methods and statistics, particularly as they are relevant to behavioral research.

Applies to requirement(s): Social Sciences

Other Attribute(s): Speaking-Intensive

J. Tawa

Prereq: PSYCH-100 or AP Psychology.

PSYCH-310 Laboratory: Social Psychology**PSYCH-310BD Laboratory in Social Psychology: 'Social Perception and Binary Decision Making'**

Fall. Credits: 4

Every day we encounter binary decisions including: did we recognize the person, did we get accepted for a job, did the customer order an appetizer? Each of these decisions have two response options, which makes traditional analyses difficult. In this course, we will use Signal Detection Theory to better understand how these binary decisions can be analyzed and understood. This course will investigate how we perceive the world and how binary decisions can be interpreted. Students will learn how to design a binary decision study, analyze it, and how to communicate their findings.

Applies to requirement(s): Social Sciences

B. Singh

Prereq: PSYCH-204.

PSYCH-310QR Laboratory in Social Psychology: 'Qualitative Research in Psychology'

Fall. Credits: 4

Qualitative research in psychology includes the process of identifying qualitatively important patterns and units of meaning to provide rich, contextual descriptions of human experience. This lab course is designed to introduce students to a range of qualitative methodologies, including thematic analysis, grounded theory, and interpretive phenomenology, through the design and implementation of collaborative research projects. We will discuss the merits and limitations of qualitative research, the various challenges experienced within conducting this type of research, and the different philosophical perspectives of various qualitative research paradigms.

Applies to requirement(s): Social Sciences

Other Attribute(s): Writing-Intensive

C. Flanders

Prereq: PSYCH-204.

PSYCH-310SJ Laboratory in Social Psychology: 'Social Justice and Education'

Not Scheduled for This Year. Credits: 4

As U.S. racial group populations are on the rise, educational institutions need to prepare for racial diversity reflected in classrooms from elementary school to college. In this lab course, students will use qualitative research methods and social justice frameworks to code and analyze three distinct data sets, one collected from Puerto Rican parents in Holyoke; one from a college course on social justice; and one from pre-service teachers in public schools. Students will create posters to display their findings on the presence (or absence) of social justice in education at the end-of-semester event.

Crosslisted as: EDUST-351SJ

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

Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive

J. Matos

Instructor permission required.

Prereq: PSYCH-204 and EDUC-205 or a multicultural perspectives course that covers race and racism.

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, Writing-Intensive**C. Flanders**Prereq: PSYCH-204 or GNDST-201.***PSYCH-319PR Seminar in Social Psychology: 'Judging a Book By its Cover: Prejudice, Stereotyping, and Discrimination'***Spring. Credits: 4*

Stereotyping, prejudice, and discrimination are common words, but what do social psychologists mean when they use these terms? In this class, we will explore these concepts including questions such as: Why do people categorize others (e.g., race, gender)? Why do people generalize attitudes across members of a category? What is a stereotype? What is the relationship between stereotyping and prejudice? How do stereotyping and prejudice influence behavior? These conceptual questions will be examined through readings, class discussions, and projects. Additionally, we will explore how to reduce stereotyping, prejudice, and discrimination in one's own life and potentially to make systematic change.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**B. Singh**Prereq: PSYCH-204.*

Personality and Abnormal Psychology

PSYCH-220 Theories of Personality*Not Scheduled for This Year. 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**The department**Prereq: A 100-level course in Psychology or AP Psychology.***PSYCH-222 Abnormal Psychology: Clinical Perspectives***Not Scheduled for This Year. 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**J. Tawa**Prereq: 100-level course in Psychology or AP Psychology.***PSYCH-229 Topics in Personality and Abnormal Psychology****PSYCH-229DE Topics in Personality and Abnormal Psychology: 'Developmental Psychopathology'***Spring. Credits: 4*

In this course, we will explore and discuss mental health and mental health diagnoses using a developmental lens. Using foundational readings and through case studies, we will establish an understanding of the psychology field's approach to evaluation, diagnosis, and treatment of diagnoses and disability that are circumscribed to (e.g., reactive attachment) or typically first appear/are first detected in childhood and adolescence (e.g., ADHD, conduct problems, anxiety, developmental disorders, neurodivergence). The primary goal of this course is to establish a foundational understanding of the broad range of mental health diagnoses of childhood and adolescence. Therefore, we will explore and consider biopsychosocial factors that influence the etiology, assessment, diagnosis, and treatment of such concerns.

*Applies to requirement(s): Social Sciences**A. Norris**Prereq: PSYCH-100 or AP Psychology.***PSYCH-229TH Topics in Personality and Abnormal Psychology: 'Psychopathology'***Fall. Credits: 4*

In this course, which focuses largely on adulthood, we will explore and discuss mental health and mental health diagnoses. Using foundational readings and through case studies, we will establish an understanding of the psychology field's approach to evaluation, diagnosis, and treatment of diagnoses and disability. The primary goal of this course is to establish a foundational understanding of the broad range of mental health diagnoses of adulthood. Therefore, we will explore and consider biopsychosocial factors that influence the etiology, assessment, diagnosis, and treatment of such concerns. This course will focus most heavily on the overview of diagnosis, assessment, and etiology rather than treatment and services.

*Applies to requirement(s): Social Sciences**A. Norris**Prereq: PSYCH-100 or AP Psychology.*

Advisory: This course will overlap heavily with PSYCH-229DE Developmental Psychopathology and PSYCH-222 Abnormal Psychology, and it is not recommended to take this course if you have taken or plan to take either of the other two.

PSYCH-326 Laboratory in Personality and Abnormal Psychology**PSYCH-326CP Laboratory in Personality and Abnormal Psychology:
'Advanced Statistics in Clinical Psychology'***Fall. Credits: 4*

Students will be exposed to a variety of advanced statistics and methods commonly used in clinical psychological research. Statistics and methods that will be covered include but are not limited to: data cleaning strategies, moderation, mediation, and exploratory and confirmatory factor analyses. Students will complete secondary analyses of pre-existing datasets to answer hypotheses related to advancing our understanding of mental health and well-being.

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

Prereq: PSYCH-204 and either PSYCH-201 or STAT-242.

**PSYCH-326HE Laboratory in Personality and Abnormal Psychology:
'Intervention Development for Health Equity'***Not Scheduled for This Year. Credits: 4*

This course will be rooted in a biopsychosocial model of health, highlighting how health can be both promoted but also negatively impacted at multiple levels (e.g., internalized, interpersonal, system/institutional, legal/societal) and will focus heavily on stigma. We will review intervention design (e.g., assessment, mixed methods research) at the intersection of psychology and public health. Students will complete individual final research projects in which they will learn to formulate their own research question, apply theory to guide intervention targets, design an intervention, outline the model and targets of the intervention, and produce a report of their findings (e.g., in-class presentation). Content will focus most heavily on health equity promotion around stigma, mental health, and related health behaviors/outcomes, such as substance use, sexual health, cardiovascular disease, and cancer.

Applies to requirement(s): Social Sciences

A. Norris

Prereq: PSYCH-204.

**PSYCH-326RE Laboratory in Personality and Abnormal Psychology:
'Stigma and Resilience'***Not Scheduled for This Year. Credits: 4*

Though stigma is understood to underlie and contribute to mental health and illness (e.g., minority stress model), what exactly is 'stigma' and how do we measure it? The course will take a broad view of stigma and mental health, but a large focus will be on health behavior such as substance use and sexual behavior. Course topics include methodological issues such as assessment, construct validity, and mixed methods research, as well as empirical research on models of stigma, resilience, and mental health. Students will complete individual final research projects in which they will learn to formulate their own research question, collect and analyze data, and produce a report of their findings (e.g., poster presentation).

Applies to requirement(s): Social Sciences

A. Norris

Prereq: PSYCH-201 and PSYCH-204.

PSYCH-329 Seminar in Personality and Abnormal Psychology**PSYCH-329CN Seminar in Personality and Abnormal Psychology:
'Counseling Theory and Practice'***Spring. Credits: 4*

This course covers three major theoretical approaches to counseling: short-term psychodynamic, cognitive-behavioral, and solution-focused. Related to each theory we will explore case conceptualization, therapeutic alliance, treatment planning, and mechanisms of change. We will be examining applications to classes of clinical disorders and empirical support for improvement outcomes. Role-playing will be used to illustrate key concepts and approaches to the counseling process. Students will be supported to be reflective and solution focused, evidence-based, process oriented, and to value and facilitate the development of people in the cultural context in which they are embedded.

Applies to requirement(s): Social Sciences

J. Tawa

Prereq: PSYCH-204.

Advisory: PSYCH-222 recommended.

**PSYCH-329PR Seminar in Personality and Abnormal Psychology: 'From
Pathology to Resilience: Emotion Regulation, Positive Psychology, and
Therapy'***Spring. Credits: 4*

The field of psychology has focused predominantly on defining and treating mental illness, rather than the promotion of mental health and resilience broadly. The latter area has tended to be lumped into the idea of "positive psychology." However, this idea of "positive psychology" is narrower in scope than the field of resilience as a whole. Therefore, the course will heavily explore how pop and media presentations of mental health align with the actual clinical science (or not!). Topics will include therapeutic orientations, mindfulness, positive psychology, stress, and behavior change. We will review media sources, books, and peer-reviewed studies. The course will heavily rely on student-led discussions and presentations as well as weekly reflections, essays, and group projects.

Applies to requirement(s): Social Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

A. Norris

Prereq: PSYCH-204.

**PSYCH-329SP Seminar in Personality and Abnormal Psychology: 'Sport
Psychology'***Fall. Credits: 4*

This course presents a comprehensive introduction to sport and exercise psychology from three perspectives: participation (e.g., positive youth development, mental health challenges and benefit, injury and role transition/loss), coaching/leadership, and clinical interventions such as sport psychology or physical activity interventions. Students will complete a project in each area (i.e., reflection on your life through sport; coaching evaluation; mental skills training program). We will review several therapeutic approaches in greater detail: Motivational Interviewing related to developing health behaviors more broadly, and Acceptance and Commitment Therapy within sport settings.

Applies to requirement(s): Social Sciences

A. Norris

Prereq: 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.

Crosslisted as: EDUC-233

Applies to requirement(s): Social Sciences

K. O'Carroll, B. Packard

Prereq: A 100-level psychology course or AP Psychology.

PSYCH-236 Adolescent and Adult Development

Not Scheduled for This Year. Credits: 4

Adolescence is often thought of as a time of great change and upheaval as children navigate the transition into adulthood. Raging hormones, changing social expectations and relationships, and developing autonomy all contribute to this tumultuous time. This course will examine the biological, cognitive, and social changes that occur during adolescence to develop a better understanding of this unique period of development. Using psychological as well as neuroscience and social science literature the course will examine adolescence through multiple perspectives to develop a well-rounded picture of this developmental period.

Applies to requirement(s): Social Sciences

K. O'Carroll

Prereq: A 100-level course in Psychology or AP Psychology.

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 limited to PSYCH and PSYED majors only.; This course is open to juniors and seniors

Prereq: PSYCH-204.

Advisory: Priority given to Psychology or Psychology and Education majors.

PSYCH-331 Laboratory in Early Childhood Learning and Development

Fall. Credits: 4

This course will explore child development in the context of early childhood education. The course will cover topics related to early childhood learning and development including cognition, language and literacy, social-emotional development, and personality development while considering how the early education context supports these developmental processes. Discussion of the early education setting will include the teacher-child relationship, family-school relationships, and curriculum. Through intensive participation in an early education classroom, students will have the opportunity to link course content to practice.

Applies to requirement(s): Social Sciences

K. O'Carroll

Instructor permission required.

Prereq: PSYCH-204 and PSYCH-230.

Notes: 1 lab (3 hours) required at Gorse Children's Center

PSYCH-337 Seminar in Educational Psychology

PSYCH-337CH Seminar in Educational Psychology: 'Childhood and Adolescence in the U.S. Today'

Spring. Credits: 4

This course will explore conceptualizations of childhood and adolescence in the United States today. Using both academic articles and media resources, the course will address topics such as: early education and school readiness; play and extracurricular involvement; college access and attendance; mental health, self-esteem, and social media; and youth activism. We will use developmental psychology as the lens for most of our readings and discussion, although the course will integrate concepts from sociology, history, and education. We will also examine the roles of relationships (e.g., family, teachers, and peers) and contexts (e.g., policy, schools, and culture) on youth experience.

Crosslisted as: EDUST-351CH

Applies to requirement(s): Social Sciences

Other Attribute(s): Writing-Intensive

K. O'Carroll

Prereq: PSYCH-200 or PSYCH-204.

Advisory: PSYCH-230 recommended.

PSYCH-337MV Seminar in Educational Psychology: 'Motivation'*Fall and Spring. Credits: 4*

In this course we will examine multiple theories of motivation and their relevance across a range of organizational settings (including corporations, special programs, and schools or colleges). How do we spark interest in a new subject or inspire people to undertake a challenging project? How do we sustain persistence in ourselves and others? This course is relevant for students interested in motivation, whether for attainment (such as within in human resources, talent development, or management) or for learning (whether for students, teachers, or leaders). Because motivation is closely linked to learning and achievement, in addition to well-being and purpose, we will also consider these topics and more.

*Crosslisted as: EOS-349MV**Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**B. Packard**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in psychology or entrepreneurship, organizations, and society (EOS).***PSYCH-339 Seminar in Developmental Psychology****PSYCH-339AQ Seminar in Developmental Psychology: 'Language Acquisition and Disorders in Childhood'***Fall. Credits: 4*

Children acquire their native language without explicit instruction. Students explore the stages of language acquisition and the challenges that children face in terms of their socioeconomic environment and their genetics. The course covers language acquisition stages for all linguistic levels with focus on crosslinguistic differences. We present behavioral methods related to studying language development in young children and key theoretical questions linking language and cognition. A significant focus is on language/literacy disorders developing in early childhood. Students gain an in-depth understanding of the causes and types of these disorders, their diagnosis, and their impact on children's academic and emotional development.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Drakoulaki**Prereq: PSYCH-204.***PSYCH-339CR Seminar in Developmental Psychology: 'Close Relationships and Health'***Spring. Credits: 4*

Drawing on research in developmental, social, clinical, and health psychology, this speaking-intensive course investigates how close relationships "get under the skin" to affect our health and well-being. Topics include relational contexts of physical and mental health, sleep, stress, psychoimmunology, substance use, and behavior change. We will focus on attachment relationships, but other close relationships will be investigated as well. The course will emphasize presentations, debate, and student-led discussions, as well as writing assessments and reflection.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**K. Haydon**Prereq: PSYCH-204.***PSYCH-339LG Seminar in Developmental Psychology: 'Language and Literacy Development in Early Childhood'***Not Scheduled for This Year. 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.

*Crosslisted as: EDUST-351LG**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-339ND Seminar in Developmental Psychology: 'Narratives in Development'***Not Scheduled for This Year. Credits: 4*

In this seminar, we will explore the development of how children use and engage in stories that help them find meaning in their lives and in the world. Narratives are found throughout our daily lives: in picture books, in videos, and in sharing our personal past. We will examine how they help us find meaning in experiences, the course of their development in different contexts, the role of conversation in learning how to convey narratives, and cultural differences in autobiographical narratives.

*Applies to requirement(s): Social Sciences**M. Burch**Prereq: PSYCH-204.*

Perception and Cognition

PSYCH-241 Cognitive Psychology*Spring. Credits: 4*

Cognitive psychology is the study of how we sense and interpret information from the world around us, incorporate this new information with our prior experiences, and determine how to respond to an ever-changing environment. Thus, 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**K. Binder**Prereq: A 100-level course in psychology or AP Psychology.***PSYCH-242 Autobiographical Memory, Identity, and Emotion***Not Scheduled for This Year. Credits: 4*

Autobiographical memories of personal past experiences create our life stories. Our memories range from the mundane to the momentous. In this course we will explore the functions of autobiographical memory as well as its development. What are the basic cognitive processes that contribute to our ability to remember and report the past? How do we interpret past events to inform the development of our self-identity? How do social experiences contribute to the development of memory? We will also discuss how emotions at encoding and retrieval influence our recall of past experience as we make meaning of personal past experiences.

*Applies to requirement(s): Social Sciences**M. Burch**Prereq: A 100-level course in psychology or AP Psychology.*

PSYCH-243 Memory Systems*Not Scheduled for This Year. Credits: 4*

In this course we will discuss the many types of memory we use daily, from remembering the name of a new friend, a favorite birthday party, or even how to ride a bike. We will explore the constructive nature of memories and how they may change over time as well as how memory capabilities develop over the life course. We will also explore the neurological underpinnings of memory and the limits of our brains' memory systems. However, a background in neuroscience is not necessary. In addition to reading scholarly research and participating in demonstrations of the various forms of memory and their properties, students will be expected to integrate their understanding through a final paper.

*Applies to requirement(s): Social Sciences**M. Burch**Prereq: A 100-level course in psychology or AP Psychology.***PSYCH-246 Cognitive Neuroscience***Fall. 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.

*Crosslisted as: NEURO-246**Applies to requirement(s): Social Sciences**M. Breen**Prereq: PSYCH-100, NEURO-100, or AP Psychology.**Notes: This course counts in the cognitive or biol bases area of the psychology major.***PSYCH-249 Topics in Perception and Cognition****PSYCH-249CN Topics in Perception and Cognition: 'Consciousness'***Fall. Credits: 4*

Nagel states, "Without consciousness the mind-body problem would be much less interesting. With consciousness it seems hopeless." Chalmers calls consciousness "the hard problem." Explaining consciousness raises significant challenges for philosophers and cognitive scientists alike, and understanding the nature of the problem is half the battle. This class will explore contemporary philosophical approaches to consciousness, and draw in psychology and neuroscience perspectives. Topics may also include split-brain problems, the nature of dreaming, and altered states.

*Crosslisted as: PHIL-250CN**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**L. Sizer**Prereq: One course in philosophy and either a second course in philosophy or a course in neuroscience.**Notes: Students will learn to read and critically analyze primary research articles in a number of different fields, and are expected to write a series of short papers and complete a final project.***PSYCH-249MU Topics in Perception and Cognition: 'Language, Music and the Mind'***Spring. Credits: 4*

This course explores the interplay between language, music and cognitive skills. For centuries, questions about the relationship between language and music have been asked by philosophers, artists, and scientists. Is music a language and is language a music? What is the evolutionary value of language and music? What are the formal characteristics that are shared between the two? What happens in the human mind when language or music breaks down? How can we design interdisciplinary studies to look into language and music? While no prior music education is required, the course will provide a comprehensive overview that bridges gaps between linguistics, music theory, and cognitive science.

*Crosslisted as: MUSIC-249MU**Applies to requirement(s): Social Sciences**K. Drakoulaki**Prereq: PSYCH-100 or AP Psychology.***PSYCH-340 Laboratory in Perception and Cognition****PSYCH-340CL Laboratory in Perception and Cognition: 'Cognition and Literacy'***Spring. 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-204.**Notes: 3 hours per week as a literacy tutor in Springfield is required.***PSYCH-340SP Laboratory in Perception and Cognition: 'Speech'***Fall. Credits: 4*

This course presents an overview of laboratory methods in cognitive psychology including research design, methodology, data analysis, and statistical inference. We will explore these issues through the lens of human communication; specifically, speech. Students will design and complete a research project in which they record and analyze speech to explore questions about how meaning is expressed through spoken language.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**M. Breen**Prereq: PSYCH-204.*

PSYCH-349 Seminar in Perception and Cognition**PSYCH-349AD Seminar in Perception and Cognition: 'Adult Literacy'***Fall. Credits: 4*

In this seminar, we will explore a number of literacy issues as they relate to the ever-present challenge of adult illiteracy. We will examine the following topics as they relate to adults with low-literacy skills: vocabulary acquisition, reading comprehension, and writing abilities. This is a Community-Based Learning course, and students will spend time each week tutoring adults in local Adult Basic Education centers to gain first-hand insights into these issues.

*Crosslisted as: EDUST-351AD**Applies to requirement(s): Social Sciences**Other Attribute(s): Community-Based Learning**K. Binder**Prereq: PSYCH-204.***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**Other Attribute(s): Writing-Intensive**M. Breen, A. Mueller**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'***Spring. 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-204.**Advisory: A 200-level course in Cognitive Psychology recommended.***Biological Bases of Behavior****PSYCH-250 Introduction to the Biological Bases of Behavior***Not Scheduled for This Year. Credits: 4*

This course is an introduction to and survey of the biological bases of behavior, including physiological, biochemical, and neurophysiological determinants of sensation, motor control, sleep, eating and drinking, learning and memory, language, and mental disorders.

*Applies to requirement(s): Social Sciences**The department**Prereq: PSYCH-100, NEURO-100, or AP Psychology.***PSYCH-254 Psychopharmacology***Fall. 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.

*Crosslisted as: NEURO-254**Applies to requirement(s): Social Sciences**J. Schwartz**Prereq: PSYCH-100, NEURO-100, or AP Psychology.***PSYCH-256 Hormones and Behavior***Fall. 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.

*Crosslisted as: NEURO-256**Applies to requirement(s): Social Sciences**T. Hodges**Prereq: PSYCH-100, NEURO-100, or AP Psychology.***PSYCH-259 Topics in Biological Bases of Behavior****PSYCH-259ST Topics in Biological Bases of Behavior: 'Stressed Out'***Not Scheduled for This Year. Credits: 4*

In this course we will examine the neurobiological, physiological, and psychological responses to stress. We will investigate mechanisms of stress resilience and vulnerability as it pertains to physical and psychological health states, including how our individual responses to stress and methods of intervention. We will also explore developmental, social, and cultural implications of stress.

*Applies to requirement(s): Social Sciences**N. Stafford**Prereq: PSYCH-100, NEURO-100, or AP Psychology.*

PSYCH-350 Lab in Biological Bases of Behavior**PSYCH-350BN Lab in Biological Bases of Behavior: 'Laboratory in Behavioral Neuroscience'**

Not Scheduled for This Year. 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 brain chemistry analyses. 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. Schwartzer

Instructor permission required.

Prereq: PSYCH-204.

Advisory: Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.

PSYCH-350ET Lab in Biological Bases of Behavior: 'Ethology'

Fall. Credits: 4

Why do animals behave the way they do? How do animals see their world? In what ways do animals adapt to a changing environment? What is the best way to observe and analyze animal behaviors? Ethology is the study of animal behavior and the key to understanding animal evolution. In this course we will observe animals in their natural habitat and in the laboratory setting. We will read literature and watch videos that will cover key concepts of animal cognition, learning, and other behavior. You will learn the best animal observation practices, how to analyze this data, and what conclusions you can draw from the behavior observed. There will be a focus on non-human animal development and individual differences in animal behavior.

Applies to requirement(s): Social Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

T. Hodges

Prereq: PSYCH-204.

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. Schwartzer

Prereq: PSYCH-204.

Advisory: NEURO-100 and PSYCH-254 strongly recommended.

PSYCH-359NE Seminar: Biological Bases of Behavior: 'Neuroethics'

Not Scheduled for This Year. Credits: 4

Neuroethics draws on the tools of philosophical analysis to investigate the role of neuroscience in our personal, social, and ethical lives. This class will look at the ethics of neuroscientific interventions such as cognitive enhancement, mind reading, and lie detection. We will examine how the neurosciences might inform philosophical discussions about human nature, personality, and ethics. In addition, we will look at the evidential role of neuroscientific evidence and how neuroscience technologies such as fMRI have influenced our thinking about the mind/brain and person.

Crosslisted as: PHIL-334NE, NEURO-309NE

Applies to requirement(s): Humanities

L. Sizer

Prereq: 8 credits from the Philosophy department or 4 credits from

Philosophy and 4 credits from Neuroscience and Behavior.

PSYCH-359SE Seminar: Biological Bases of Behavior: 'Philosophy and Science of Emotion'

Fall. Credits: 4

This course is an interdisciplinary investigation of the nature of emotions and their influences on our thoughts and actions. While we will draw from a variety of disciplines, the nature and motivations of the inquiry are philosophical. We will consider: what are emotions? Are they bodily responses? Thoughts? Feelings? What roles do cultures play in shaping our emotions? What functions do emotions serve? We will examine evidence and arguments offered by philosophy, psychology, neuroscience, anthropology and evolutionary theory, and consider how these perspectives do or don't inform each other, as well as how they can help us understand the nature of emotions.

Crosslisted as: PHIL-350SE, NEURO-309SE

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.

Religion (RELIG)

RELIG-100 Introduction to Religion

Fall. 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. Steinfelds

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. Steinfelds

RELIG-108 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.

Crosslisted as: ARTH-105

Applies to requirement(s): Humanities; Multicultural Perspectives

A. Sinha

RELIG-112 Introduction to Judaism

Fall. 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; Multicultural Perspectives

E. Branton

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-172 Religion and Ecological Movements

Not Scheduled for This Year. Credits: 4

This course introduces students to the complex relationships among religion, ecology, and culture. Religions have been instrumental in shaping how societies understand what nature is and what humans' place in it is. Environments have also molded religions, spiritualities, and societies. In this course, we explore how ecological movements of all sorts—from the global to the local—draw upon religions, faith traditions, and spiritualities from all around the world to advance their diverse goals. Some framing questions include: How do global faith/religious traditions hinder or support ecological regeneration? Can spiritual-led eco-movements help reorient and re-imagine the dominant views of nature spurred by Western religions? Is an ecologically oriented society possible or even desirable? What would it look like? How does intersectionality figure into ecological concerns? What about animal rights? These and other questions invite students to gain a deeper understanding of our being and actions amid an increasingly fragile ecosystem and ever-expanding cosmos.

Applies to requirement(s): Humanities; Multicultural Perspectives

The department

RELIG-181 Introduction to African Diaspora Religions

Spring. 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.

Applies to requirement(s): Humanities; Multicultural Perspectives

M. Coleman-Tobias

RELIG-203 Introduction to the Hebrew Bible

Spring. Credits: 4

This course examines the many different kinds of texts within the Hebrew Bible (Old Testament) including stories, legal codes, prophecies, proverbs, and poetry. We'll situate these texts in the context of the historical periods in which they were written and uncover the religious and political worldviews they articulate. Students trace the processes through which this diverse collection of ancient literature was gradually gathered together into something called a "Bible" and will reflect on how and why these texts have come to be interpreted in so many different ways over the course of the last two millennia.

Crosslisted as: JWST-203

Applies to requirement(s): Humanities; Multicultural Perspectives

E. Branton

RELIG-207 Women and Gender in Islam

Spring. 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. Steinfelds

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. Steinfels***RELIG-209 Disability and Religion***Fall. Credits: 4*

What do religions say about disability? How do people with disabilities engage with religious texts, images, practices, and communities? Drawing on different religions and cultures, the course explores the challenges and resources disability offers to religious communities. We study religious narratives that link disability to sin or karma and alternative narratives that reimagine the divine as disabled; access to worship spaces and rituals; ways healthcare professionals can support the religious needs of disabled clients; and the Disability Justice movement, which foregrounds the interlocking oppressions of disability, race, ethnicity, class, gender, and sexuality.

*Applies to requirement(s): Humanities; Multicultural Perspectives**S. Mrozik***RELIG-225 Topics in Religion****RELIG-225AP Topics in Religion: 'Apocalypse Now? Spiritual Responses to Ecological Catastrophe'***Not Scheduled for This Year. Credits: 4*

Are societies beyond the turning point of preventing mass ecological collapse? This course explores what it means to live in times of increasing eco-anxiety, with environmental degradation leading to a host of social and economic ills that threaten all life, but especially the most precarious people and other life-forms. Students will analyze climate displacement and migration, mass extinction of species, and the possibility of widespread societal collapse, among other issues. We will then analyze a range of spiritual resources developed within and beyond religious communities to grapple with our collectively uncertain present and future. Can religions help avert a global apocalypse? Or if apocalypse is inevitable, how can our enduring faith traditions help us prepare for mass catastrophes and death? These and other questions will guide our reflections on perhaps the most urgent existential and physical crisis of our time.

*Applies to requirement(s): Humanities; Multicultural Perspectives**The department***RELIG-225CQ Topics in Religion: 'Colonialism Then and Now: Religion, Law, and Conquest'***Not Scheduled for This Year. Credits: 4*

The conquests of 1492 cemented the theological and legal foundations for worlds of difference between and among individuals, cultures, and nation states. This course examines the ongoing historical and legal consequences of territorial conquests, the trans-Atlantic slave trade, political ideologies sustained by religious narratives of forging God's kingdom on earth, and anthropological theories of savage/civilized. In particular, students will explore the colonial legacies (coloniality) of "imperial religion" throughout the Americas and how they shape and impact, for example, conceptions of the human, gender, race, sexuality, religious practices and belonging, jurisprudence, sovereignty and citizenship, identities, and relations to the natural world and others.

*Applies to requirement(s): Humanities; Multicultural Perspectives**The department***RELIG-225EC Topics in Religion: 'Ecology, Crisis, and Renewal in Ancient Near Eastern Mythology'***Fall. Credits: 4*

Environmental crises like global warming, deforestation, and pollution are pushing ecosystems to the brink of collapse and endangering populations around the globe. Our present, though challenging to an unprecedented degree, is not the first time humans have faced crises related to climate, depletion of natural resources, and mass migration. In this course, we'll delve into the culture and mythologies of ancient Mesopotamian, Egyptian, and Levantine societies to see how they understood their relationships with their indigenous ecosystems, how they interpreted natural disasters and anthropogenic environmental destruction, and how they imagined starting over again after the end of the world.

*Crosslisted as: JWST-225EC, CLAS-230EC**Applies to requirement(s): Humanities; Multicultural Perspectives**E. Branton***RELIG-225KG Topics in Religion: 'Knowing God'***Fall. Credits: 4*

This course examines the following key texts from the ancient world that treat significantly the problem of knowing God and the mystery enveloping such knowledge: Sophocles' *Oedipus the King*, Plato's *Phaedo*, Cicero's *Concerning the Nature of the Gods*, Job, Paul's *Epistle to the Romans*, and others. Attention is also given to the different ways of thinking about the divine and human natures in these works, which are broadly reflective of Graeco-Roman and Judaeo-Christian value systems.

*Crosslisted as: CLAS-247**Applies to requirement(s): Humanities**B. Arnold***RELIG-225KH Topics in Religion: 'Kingdoms Human and Divine'***Not Scheduled for This Year. Credits: 4*

How political authority is wielded is a theme of some of the greatest works in the Greco-Roman philosophical tradition: Plato's *Republic*, Aristotle's *Politics*, and Augustine's *City of God*. Authority exercised well gives rise to good order and human flourishing, but abusive authority results in the opposite: injustice, conflict, and ultimately destructive violence. In this course we will compare how these philosophers addressed the problem of political authority in the human realm with the theme of the kingdom of God in the Bible, especially as found in *The Gospel of Matthew* and *The Book of Revelation*.

*Crosslisted as: CLAS-242**Applies to requirement(s): Humanities**B. Arnold*

RELIG-225LT Topics in Religion: 'Race and Religion in Latin America'
Spring. Credits: 4

We often imagine race and religion as two distinct aspects of social life. However, this course considers their historical and contemporary interconnections in Latin America. It begins with an investigation of the proto-racial and religious categories through which Europeans in the early modern era conceived of human difference. We then trace how the encounter between Europeans, Africans, and Indigenous Peoples transformed these notions, with particular attention to how the overlapping racial and religious hierarchies that emerged were both constructed and resisted. We conclude with a series of ethnographies that highlight the contemporary entanglements of race and religion in the region.

Crosslisted as: ANTHR-216LT

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

Prereq: ANTHR-105 or an introductory course in Religion.

RELIG-225NR Topics in Religion: 'Reimagining American Religious History: Race, Gender, and Alterity'

Not Scheduled for This Year. Credits: 4

This course invites its participants to place critical race and gender studies perspectives in dialogue with the emergence of new religious movements in the United States. Course participants rely on the presupposition that only through a thorough examination of religious traditions on the 'margin' can we fully understand the textured meaning of American religious history as a sub-discipline. Privileging the founding stories and institutionalization of minoritized American religious groups, the course considers how subaltern voices have shaped and transformed American religious life.

Crosslisted as: GNDST-210NR

Applies to requirement(s): Humanities

M. Coleman-Tobias

RELIG-225PV Topics in Religion: 'The Prophetic Voice from the Bible to the Present'

Fall. Credits: 4

Is speech primarily a vehicle for ideas or is it an action that shapes societies and catalyzes power relations? In this course, we'll examine kinds of speech that have always pushed the boundaries. Students explore depictions of prophets and prophetic speech in the Hebrew Bible and in early Jewish literature, and will analyze how this ancient mode of harnessing the power of words has been given new life in modern American society, from the Civil Rights movement to viral video content. In doing so, we'll explore different ways of thinking about speech, protest, and the power of words to change the world.

Crosslisted as: JWST-225PV, CLAS-230PV

Applies to requirement(s): Humanities; Multicultural Perspectives

E. Branton

RELIG-225WT Topics in Religion: 'Witchcraft, Misfortune, and Ritual Healing'

Not Scheduled for This Year. Credits: 4

This course explores the often-misunderstood concept of "witchcraft," past and present. "Witchcraft" is at times used to characterize nuanced cultural systems of power and healing, which seek to explain and redress suffering. In turn, many societies experiencing environmental insecurity, health crises, and rapid economic transitions have seen the rise of "witch-hunting" movements, from the Salem witch trials to present-day global conspiracy theories. We consider the causes and trajectories of these movements, which often promise collective redemption and salvation through the scapegoating of suspected malefactors, and examine alternative approaches to redressing injustice and misfortune.

Crosslisted as: ANTHR-216WT

Applies to requirement(s): Social Sciences

M. Auslander

Prereq: ANTHR-105.

RELIG-226 Philosophy of Religion

Not Scheduled for This Year. Credits: 4

Is there a God? If there is, what is God like? Could all religions be true, or are they contradictory? Is religion in conflict with science? Can we have morality without religion? What happens when we die? In this class, we will consider arguments for and against different positions that people have on these questions. This course will give students a sense of the issues that philosophers of religion are currently thinking and writing about. As we think through topics such as these, we will be working to develop and hone philosophical skills such as analyzing concepts, constructing and critiquing arguments, and evaluating philosophical theories.

Crosslisted as: PHIL-226

Applies to requirement(s): Humanities

The department

RELIG-234 Women and Gender in Judaism

Not Scheduled for This Year. Credits: 4

This course examines gender as a key category in Jewish religious thought and practice. Students examine different theories of gender and intersectional feminisms, concepts of gender in a range of Jewish sources, and feminist Jewish responses to those sources. Students work with the Judaica collection at the MHC Art Museum and consider material culture as a source for women's and gender studies. Topics may include: how Jewish practice and law regulate sexuality and desire; feminist, queer and trans methods of engaging patriarchal texts; methods of studying women and gender in Jewish cultures; racialization.

Crosslisted as: JWST-234, GNDST-210JD

Applies to requirement(s): Humanities; Multicultural Perspectives

M. Benjamin

RELIG-241 Women and Gender in Buddhism

Not Scheduled for This Year. Credits: 4

Can women become Buddhas? Why is the Buddha called a "mother"? Who gets to ordain? Why would anyone choose celibacy? Who engages in religious sexual practices and why? This course examines the centrality of gender to Buddhist texts, practices, and institutions. We pay particular attention to the challenges and opportunities Buddhist traditions have offered women in different historical and cultural contexts. Throughout the course we consider various strategies of empowerment, including feminist, postcolonial, queer, trans*, and womanist.

Crosslisted as: GNDST-210BD

Applies to requirement(s): Humanities; Multicultural Perspectives

S. Mrozik

RELIG-246 Womanist Religious Thought*Not Scheduled for This Year. Credits: 4*

As a conceptual framework which reconsiders the rituals, scriptures, and allegiances of religious Black women, womanist thought has expanded the interdisciplinary canon of Black and feminist religious studies. This course is a survey of womanist religious scholars from multiple religious traditions: Christianity, Islam, Buddhism, and Yoruba-Ifa -- as well as theorists who understand womanism as a "spiritual but not religious" orientation. Course participants will use the interpretive touchstones of cross-culturalism, erotics, earthcare, and health -- among others -- to examine contemporary womanist religious thought.

Crosslisted as: GNDST-210WR

Applies to requirement(s): Humanities; Multicultural Perspectives
M. Coleman-Tobias

RELIG-248 Islam in America: From Slavery to the "Muslim Ban*Not Scheduled for This Year. Credits: 4*

Is Islam an American religion? Muslims in the United States have often been treated with suspicion and their religion viewed as foreign and incompatible with American values. Yet, Islam was present in North America since at least the 1700s in the lives of enslaved Africans. And it was theoretically included in the religions whose free exercise is protected by the First Amendment. This course traces the fraught and complex history of Islam and Muslims in North America, from the loss and preservation of Islamic practices under the regime of slavery through the reclamation of Islamic symbols and identities in African-American movements of the 20th century (e.g., The Moorish Science Temple, The Nation of Islam, and The Five-Percenter) to the rapid growth of a diverse immigrant Muslim community post-1965. Particular attention will be paid to: the intertwining of race, gender, and religion in the self-construction of Muslim identities and the policing of Muslim persons; the depictions of Islam and Muslims in U.S. society and politics; and the use of Islamic themes and symbols in contemporary popular culture, such as hip-hop.

Applies to requirement(s): Humanities; Multicultural Perspectives
A. Steinfels

RELIG-254 Eat This Book: A Cross-Cultural Introduction to Sacred Text*Not Scheduled for This Year. Credits: 4*

Scripture is not only read or interpreted; it is also sung, illuminated, held aloft, buried, recited, eaten, and worn. In this thematic course, students examine what makes a text "scripture" by examining the idea of sacred text across multiple traditions. Students will become familiar with hermeneutic theory and will analyze embodied, material, and performative aspects of religious life as they pertain to the broad category of scripture.

Applies to requirement(s): Humanities; Multicultural Perspectives
M. Benjamin

RELIG-257 OMG: God and Her Critics, from the Bible to Ecological Crisis*Not Scheduled for This Year. Credits: 4*

For a being often said to be immutable, God has been imagined in myriad, often contradictory, ways over the centuries -- even within a single religious tradition. Using Jewish studies as a springboard, this course examines the idea of God through the writings of philosophers and poets, mystics and rationalists from ancient to contemporary times. Topics include: body/spirit dualism and feminist and ecological critique thereof; cross-cultural encounter, diaspora and cultural mixing as generative forces; superstition and other kinds of heterodoxy; and ritual performance.

Crosslisted as: JWST-257

Applies to requirement(s): Humanities
M. Benjamin

RELIG-267 Buddhist Ethics*Not Scheduled for This Year. 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.

Applies to requirement(s): Humanities; Multicultural Perspectives
S. Mrozik

RELIG-269 Citizens and Subjects: Jews in the Modern World*Not Scheduled for This Year. 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

Applies to requirement(s): Humanities
M. Benjamin

RELIG-295 Independent Study*Fall and Spring. Credits: 1 - 4*

The department
Instructor permission required.

RELIG-311 Love, Madness, Discipline: the Sufi Path In Islam*Fall. Credits: 4*

Die before dying." "Set fire to heaven, and douse the fires of hell." "Be consumed by Love, until only the Beloved exists and you don't." "The perceptible world is like a mirage, veiling and disclosing the presence of the imperceptible Real." These are some of the aphorisms of Sufi Muslims who have sought a deeper relationship with the Divine or ultimate Reality. This course explores the contemplative, ascetic, and ecstatic practices through which Sufis pursued this goal and the philosophical, visionary, and poetical writings through which they expressed their devotion and speculation. Attention will be paid to the impact of Sufism on the religious practices, literary and artistic traditions, and social and political institutions of Islamic societies and cultures, from the pre-modern to the contemporary period.

Applies to requirement(s): Humanities; Multicultural Perspectives
A. Steinfels

Restrictions: This course is open to juniors and seniors

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?"

*Applies to requirement(s): Humanities; Multicultural Perspectives**M. Coleman-Tobias**Restrictions: This course is open to juniors and seniors***RELIG-331CA Advanced Topics in Religion: 'Carbon Christianity'***Fall. Credits: 4*

This seminar investigates the multiple connections between modern forms of Christianity and fossil fuels. The course begins with a consideration of recent scholarship that details how workers' everyday experiences in coal mines and oil fields profoundly shaped their religious sensibilities. We then examine how fossil fuel companies funded many of the most significant Christian institutions in the United States—both liberal and conservative—during the twentieth century. Finally, the course will reflect on contemporary Christian responses to climate change, both those that seek to halt the burning of fossil fuels and those that deny it is taking place.

*Crosslisted as: ANTHR-316CA**Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**W. Girard**Prereq: 8 credits in Anthropology or Religion.***RELIG-331HB Advanced Topics in Religion: 'The Human Body in Jewish Thought'***Spring. Credits: 4*

How have ancient and modern Jewish thinkers imagined the body, its purposes, and the diversity of embodied forms and experiences? In this course, students explore these themes through a range of textual case studies related to creation, ability and disability, appearance, gender and sexuality, aging, death, birth, and love. Through texts drawn from the full range of Jewish religious literature, we will also get to know some of the major Jewish textual corpora and the cultural contexts in which they developed. Throughout the course, we explore critiques of, engagements with, and renewals of these discourses from the perspective of contemporary feminist, Queer, and Disabled scholars.

*Crosslisted as: JWST-350HB**Applies to requirement(s): Humanities; Multicultural Perspectives**E. Branton**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in humanities.***RELIG-331LA Advanced Topics in Religion: 'Race and Religion in Latin America'***Not Scheduled for This Year. 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, Religion, or Latin American Studies.***RELIG-331LV Advanced Topics in Religion: 'Living in End Times: Religion and Climate Change'***Not Scheduled for This Year. Credits: 4*

Religion and climate change might seem to be an odd combination. After all, we tend to imagine religion as the domain of faith, emotion, and the otherworldly and the climate as the realm of science, objective knowledge, and the here and now. Nevertheless, this course investigates the sometimes surprising connections between them. For example, how do religious communities work to promote or oppose political action on climate change? How do religious conceptions about God's relationship with nature or with humanity have consequences for adherents' views on climate change? How do the futures predicted by climate models and those prophesied in sacred texts affect people's actions today?

*Crosslisted as: ANTHR-316LV**Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**W. Girard**Prereq: 8 credits in anthropology or religion.***RELIG-331RC Advanced Topics in Religion: 'Ethnographic Research in Religious Communities'***Not Scheduled for This Year. Credits: 4*

With a focus on local religious communities, this course puts into practice the research methods, modes of analysis, and writing styles that characterize ethnographic fieldwork. We first consider prominent ethnographies of religious communities in the United States in order to better understand the specific questions, debates, and ethical challenges that this literature addresses. Students then gain hands-on experience with a variety of ethnographic methods through course field trips to local places of worship. Final projects are rooted in extensive independent ethnographic research with a religious community.

*Crosslisted as: ANTHR-316RC**Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**W. Girard**Prereq: 8 credits in Anthropology or Religion.*

RELIG-331SE Advanced Topics in Religion 'Anthropology of Secularism'

Not Scheduled for This Year. 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?

Crosslisted as: ANTHR-316SE

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

Prereq: 8 credits in Anthropology or in Religion.

RELIG-331SL Advanced Topics in Religion: '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.

Crosslisted as: SPAN-330SL

Applies to requirement(s): Humanities; 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

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: This course is open to 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

Applies to requirement(s): Humanities

S. Mrozik

Prereq: 8 credits in Religion, Gender Studies, or Critical Race and Political Economy.

RELIG-361 The Aquatic Life of Black Devotion

Not Scheduled for This Year. Credits: 4

Water informs religious and spiritual worldviews the world over; commonplace rituals from baptism to libation underwrite its prescience. The religious cultures of West and Central Africa, along with its multiple diasporas, theorize, encounter, and engage water centrally. Seminar participants will dive deeply into the water-based epistemologies of African and African diaspora religions, probing liturgical language, ritual performance and spiritual entities for aquatic common threads. Seminar participants will analyze the historical realities that have made water such a contested yet indispensable feature of black religious life.

Applies to requirement(s): Humanities; Multicultural Perspectives

M. Coleman-Tobias

Restrictions: This course is open to juniors and seniors

RELIG-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Romance Languages and Cultures (ROMLG)

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-375AV Seminar in Romance Languages and Cultures: 'About Vanguards and Revolutionary Ideas'

Spring. Credits: 4

This course addresses cultural relations between Latin America and Romance languages and cultures through the concept of vanguard: the Latin American poetic vanguardias of the early twentieth century and controversies with the Italian and Spanish vanguardias; the influence of the Négritude anti-colonial movement in Latin American decolonial thinking and the political avant-garde movements and guerrillas of the '60s and '70s; the intersections between French surrealism and Latin American magic realism; and the emergence of the Cinema Novo and New/Third Cinema (the vanguard of political cinema in Latin America) in the context of Italian neo-realism and the French nouvelle vague.

Crosslisted as: SPAN-360AV, ITAL-361AV, FREN-321AV

Applies to requirement(s): Humanities; Multicultural Perspectives

A. Pitetta

Prereq: 8 credits at the 200 level in language or literature.

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-375LT Seminar in Romance Languages and Cultures: 'Romance Languages Translate'

Not Scheduled for This Year. Credits: 4

This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators' paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.

Crosslisted as: SPAN-360LT, ITAL-361LT, FREN-321LT

Applies to requirement(s): Humanities; Language

C. Shread

Restrictions: This course is open to juniors and seniors

Advisory: Two courses in culture and literature at the 200 level.

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.

ROMLG-375MT Seminar in Romance Languages and Cultures: 'The Mind of the Traveler: Journeys, Expeditions, Tours'

Not Scheduled for This Year. Credits: 4

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

Crosslisted as: SPAN-360MT, ITAL-361MT, FREN-321MT

Applies to requirement(s): Humanities; Language

O. Frau

Restrictions: This course is open to juniors and seniors

Advisory: for language majors; two courses in culture and literature at the 200-level

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-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 (RES)

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

D. Brooks

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

D. Brooks

Prereq: RES-101. Coreq: RES-102L.

RES-201 Intermediate Russian I

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

D. Brooks

Prereq: RES-101 and RES-102. Coreq: RES-201L.

RES-302 Advanced Russian Language II

Not Scheduled for This Year. 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

The department

Prereq: RES-301.

RES-309 Literary Translation from Russian: A Seminar Workshop

Not Scheduled for This Year. Credits: 4

Translation practice and theory. Poetry and prose. Participants will undertake a joint project selected by the instructor, as well as texts of their own choosing. Comparative consideration of the work of published translators.

Applies to requirement(s): Humanities; Language

Other Attribute(s): Writing-Intensive

P. Scotto

Prereq: RES-202.

Notes: In addition to the three-hour weekly class time, students are expected to sign up for individual tutorials with the instructor.

Taught in English

RES-210 Great Books: The Literature of Nineteenth-Century Russia

Spring. 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

D. Brooks

Notes: Taught in English

RES-211 Topics in Twentieth-Century Russian Literature

Topics in Twentieth-Century Russian Literature provide students with an intensive study of major writers, themes, and paradigm shifts in Russian literature during this turbulent century.

RES-211 CA Topics in Twentieth-Century Russian Literature: 'Russophone Worlds of Siberia and Central Asia'

Fall. Credits: 4

In the 1920s, the Soviet Union laid claim to a landmass encompassing much of Eastern Europe, the circumpolar Arctic, and Central Asia. In engaging the populations that occupied this stretch of Eurasia, Soviet power observed a twofold approach: promoting ethnic minorities' and Indigenous peoples' national cultures, while simultaneously centering Russian as the shared tongue of an international socialist project. Our course will survey this project's complex, contradictory cultural artifacts – both colonial and decolonial in their aims – with a particular focus on modern Siberia and Central Asia. We will read, in English translation, novels, poems, and other texts by Russophone authors from Kyrgyzstan, Uzbekistan, north/eastern Siberia, and other spaces.

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

D. Brooks

Notes: Taught in English

RES-211MM Topics in Twentieth-Century Russian Literature: 'Diabolic Carnival: Bulgakov's Master and Margarita and Its Contexts'

Not Scheduled for This Year. 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-213 War and Peace

Fall. Credits: 4

We will be engaged in a close reading of a translation of Tolstoy's epic novel *War and Peace*. Tolstoy's sweeping account of men and women caught up in Russia's desperate struggle to survive against the onslaught of Napoleon's army is often considered among the greatest novels. We will focus on Tolstoy's literary strategies, philosophy, and historical contexts.

Applies to requirement(s): Humanities

P. Scotto

Notes: Taught in English.

RES-215 Dostoevsky and the Problem of Evil: The Brothers Karamazov

Not Scheduled for This Year. 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-226 Philosophical Tales: The Short Fiction of Anton Chekhov

Not Scheduled for This Year. Credits: 4

Explore the short fictions of Anton Chekhov as brilliantly crafted exemplars of the *Philosophical Tale*, stories that use the resources of short narrative fiction to probe life's deepest questions: "what is the meaning of our lives, how do we face our inevitable death, why is there evil and suffering, what does it mean to be human, how should we live?" How do these stories work? What can fictions do that discursive philosophical essays can't? How do they engage the complexity of the world and of life? We'll also read Chekhov's work in larger tradition of Wisdom Literature, with readings drawn from Biblical, Hassidic, Classical, Folk, and Chinese traditions, as well as from other notable practitioners of the genre (Chesterton, Borges, Poe).

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

P. Scotto

Notes: Taught in English.

RES-231FA Anna Karenina and Contexts: 'Tolstoy on Love, Death, and Family Life'

Not Scheduled for This Year. Credits: 4

Anna Karenina (1873) is one of a series of important works Tolstoy wrote pondering love, death, the nature of happiness, and the foundations of family life. Our reading of *Anna Karenina* will be the centerpiece of this course which will also include works ranging from *Childhood* (1852) to *The Kreutzer Sonata* (1889), which shocked and repelled readers with its unsparing depictions of human sexuality and murderous jealousy. Film versions of works will be screened.

Applies to requirement(s): Humanities

P. Scotto

Notes: Taught in English

RES-235 The Strange World of Nikolai Gogol

Not Scheduled for This Year. Credits: 4

Gogol was a strange creature, but genius is always strange." - Vladimir Nabokov. Nikolai Gogol was one of Russia's greatest and most enigmatic writers. Revered by Dostoevsky, he created a literary universe that has lost none of its original power despite the passage of time. This course will trace the development of Gogol's genius from his early Ukrainian stories, through his tales of St. Petersburg, to his comic masterpiece *Dead Souls*. Special attention will be paid to Gogol's deployment of the comic, fantastic and grotesque to render the reality of tsarist Russia.

Applies to requirement(s): Humanities

D. Brooks

Notes: Taught in English.

RES-240 Contemporary Russian Politics: From Lenin to Putin

Not Scheduled for This Year. 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

N. Sabanadze

Notes: Taught in English

RES-244 Topics in Russian and Eurasian History

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.

Sociology (SOCl)

SOCl-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

C. Sever, E. Townsley

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

SOCl-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. 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

SOCl-216 Special Topics in Sociology

SOCl-216DR Special Topics in Sociology: 'Dialoguing for Racial Change'

Fall. Credits: 4

A critical analysis of race, racism, and justice in the United States, as set in a socio-historical context defined by power. In addition to traditional modes of teaching-learning, students use intergroup dialogue and collaborative group work to examine how race is constructed, experienced, reproduced, and transformed within social structures. Topics include racial identity development and how individuals internalize and 'live race' in everyday interactions; historical mechanisms for how bodies and spaces have become 'raced' over time; institutional dimensions of racial inequality (e.g., law, education, popular culture); and practices for pursuing racial justice.

Crosslisted as: CRPE-231

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

K. Ford

Instructor permission required.

Advisory: Application form: <https://forms.gle/sNkpeTipDj4qGCXJ9>

Notes: Use this application form to seek instructor permission:

<https://forms.gle/NYFWNcjLWAtQPncf6> (<https://forms.gle/NYFWNcjLWAtQPncf6/>)

SOCl-216DU Special Topics in Sociology: 'Schooling in American Society'

Fall. Credits: 4

COVID-19 has upended schooling in the United States. Assumptions about physical co-presence, standardized testing, the rights of students, and the responsibilities of schools have all been transformed at warp speed. The pandemic also exposed durable fault lines in American education and society. This course provides an opportunity to evaluate our present moment using classical and contemporary sociological perspectives on mass schooling. It highlights issues facing the future of education, the role of schooling in struggles for economic and racial justice, and how the aspirations of individuals and families interact with state institutions to shape the American social and economic order.

Applies to requirement(s): Social Sciences

B. Gebre-Medhin

Prereq: SOCl-123.

SOCl-216EC Special Topics in Sociology: 'Sociology of Economic Life'

Fall. Credits: 4

"Money makes the world go round." "Money talks." "Time is money." Money permeates our lives. We engage in economic transactions, relations, and markets on a daily basis; yet, we rarely think about the social bases of economic life. What is money? Are we driven by rationality or morality? How are different markets structured? What explains growing inequality and indebtedness? This course applies the theoretical and empirical tools of sociology to study economic behavior. Using case studies from around the world, we analyze how economic life is shaped by social institutions, networks, culture, and relations of power. Students critically study several topics, ranging from inequality, financial crises, and debt, to finding a job.

Applies to requirement(s): Social Sciences; Humanities

Other Attribute(s): Speaking-Intensive

A. Zayim

Prereq: SOCl-123.

SOCl-216FM Special Topics in Sociology: 'Families, Kinship, and Sexuality'

Not Scheduled for This Year. Credits: 4

How do family and kinship shape our social lives? In turn, how are family and kinship shaped by social and historical contexts? We all come to this course with individual experiences of family, kinship, and sexuality, but this course will ask you to critically engage with these concepts from a sociological perspective. In this course we will both define and use an intersectional lens to understand how class, race-ethnicity, gender, sexuality, and citizenship mutually shape our individual and collective experiences of family and kinship. We will consider family as a site for reproducing inequality and violence, but also as a site for resistance, revolution, and home.

Applies to requirement(s): Social Sciences

S. Leonard

Prereq: SOCl-123.

SOCI-216MV Special Topics in Sociology: 'Gender and Social Movements'
Not Scheduled for This Year. Credits: 4

This course will focus on the relations between gender, politics, and social change to explore the gendered character of citizenship, political participation, and mobilization. We'll start by considering what makes a social movement, who mobilizes, and what resistance has, does, and can look like in practice. Students will engage with historical and contemporary cases of feminist and women's social movements to explore how gender constructs both formal political participation and activism. We will explore how feminist and women's movements have contributed to alternative practices of politics and visions of social change and wellbeing.

Applies to requirement(s): Social Sciences

S. Leonard

Prereq: SOCI-123.

SOCI-216PT Special Topics in Sociology: 'Political Sociology'

Not Scheduled for This Year. Credits: 4

This course focuses on political processes and power – in particular, which groups have the ability to implement their political, social, and economic agendas, which ones do not, and why. We will explore the means by which certain groups affect political outcomes that shape society and social-political reality. In particular, we will concentrate on the interrelationship between the state, the market, and civil society, and investigate how this intersection has informed the politics of our time. By the end of this course, students are expected to have achieved an understanding of the major theoretical perspectives and debates in political sociology, and a sense of the historical and contemporary organizations, parties, classes, and other groups that influence social change. We will focus mostly on western democracies, especially the U.S., but other countries and political arrangements will also be included. Globalization as an on-going social, political, and economic system will be discussed throughout the semester.

Applies to requirement(s): Social Sciences

K. Tucker

Prereq: 4 credits in sociology.

SOCI-216QD Special Topics in Sociology: 'Qualitative Research and Data Analysis'

Spring. Credits: 4

This course introduces students to qualitative research methods. In the course students will get basic training in the collection and analysis of qualitative research data, develop experience writing and presenting qualitative data, gain exposure to the theoretical assumptions underlying qualitative inquiry, and learn insights about the ethical responsibilities surrounding qualitative social analysis. We will focus on methods such as in-depth interviews, focus groups, and close observations. This course will provide students with the skills and knowledge to pursue qualitative data analysis in future projects such as for an independent study, senior thesis, or internship. In addition, since cases will focus on consumer research, this class is also well-suited for students who want to learn qualitative research techniques that are used in marketing.

Applies to requirement(s): Social Sciences

P. Banks

SOCI-216RN Special Topics in Sociology: 'Religion and Inequality'
Spring. Credits: 4

What is religion and how does religion intersect with inequality? This course explores sociology's foundational understandings of religion – including why people are religious, how religion is expressed in social terms and forms, and how sociologists have studied religion – before interrogating the impact of Western secularization, and how religion and religiosity intersects with modern dimensions of social and material inequality. Readings will include selections from across the global religious landscape, with particular attention to the dominant world religions.

Applies to requirement(s): Social Sciences

C. Sever

Prereq: SOCI-123.

SOCI-216SE Special Topics in Sociology: 'Sociology of the Self'

Fall. Credits: 4

Who are you? This course asks: how have the 20th and 21st-century social sciences constructed the self, and what are the consequences of these understandings? Topics will include the major shifts in historical understandings of the self in the West, including the growth of "identity;" the development and impact of medicalization and scientization in the social sciences; the competing theoretical traditions of the self in sociology; cultural meanings and stigma; and how dominant Western constructions of the self influence global understandings. This course consistently considers understandings of the self from a lens of power: who gets the authority to decide who we are; what does inequality look like at the level of the self, and why does how we view ourselves matter? Readings will include classical and contemporary texts in sociology as well as selections from philosophy, history, and psychology.

Applies to requirement(s): Social Sciences; Humanities

C. Sever

Prereq: SOCI-123.

SOCI-216TX Special Topics in Sociology: 'Text as Data I: From Qualitative to Quantitative Text Analysis'

Spring. Credits: 4

Characterizing, categorizing, and counting text documents is at the heart of research and knowledge development in the social sciences and humanities. New digital technologies have introduced new methods for analyzing text documents on a massive scale. These computational approaches have also provoked important debates about the role of meaning, context, and reproducibility in social science research. This course considers the affordances of new digital methods for text analysis in relation to established practices of qualitative coding. Students will explore this new frontier in a hands-on manner using Python to count and compare relevant features of text documents in large data sets.

Applies to requirement(s): Social Sciences

B. Gebre-Medhin

Prereq: SOCI-123 or COMSC-151.

SOCI-216WK Special Topics in Sociology: 'Sociology of Social Work'

Not Scheduled for This Year. Credits: 4

Sociology and social work – what's the difference? This course examines, from a sociological perspective, the history and current organization and operation of social welfare systems in the United States. It examines the social aspects of the welfare system and how certain issues have become the focus of social services, with a specific focus on the case of intimate partner violence. It will explore the professionalization of social change and reform, relationships between social workers and clients, and how gender, race-ethnicity, class, and sexuality shape the current welfare system in the U.S.

Applies to requirement(s): Social Sciences

S. Leonard

Prereq: SOCI-123.

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

Not Scheduled for This Year. Credits: 4

This course focuses on the historical and theoretical development of the major approaches to crime and criminality in the 20th and 21st centuries. Material discussed will include crime patterns, the formation of criminalized subgroups and how criminology relates to criminal justice policy. While focusing on social aspects of crime, we will ask: what makes people commit crimes? How do social policies impact criminal activity? How has our social construction of punishment changed over time?

Applies to requirement(s): Social Sciences

C. Sever

Prereq: SOCI-123.

SOCI-234 Social Problems

Not Scheduled for This Year. 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

C. Sever

Prereq: SOCI-123.

SOCI-239 How Capitalism Works: Social Class, Power, and Ideology

Fall. Credits: 4

The Occupy movement protests and recent popular uprisings across developing countries draw attention to rising global economic inequality. This course asks, "How does capitalism produce and reproduce economic inequality both within and across nations?" Drawing on theoretical and empirical research, we will examine class relations as a way to explain the unequal distribution of wealth and power. We will also discuss the role of the state and ideology in perpetuating the gap between the rich and poor. Students will learn the social dynamics underlying a range of contemporary issues in advanced and developing economies, ranging from labor exploitation to unemployment and financial crises.

Applies to requirement(s): Social Sciences

A. Zayim

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-316AG Special Topics in Sociology: 'Sociology of Algorithms'**

Spring. Credits: 4

We live in a society described by massive data sets, dynamically organized by computer code. New divisions of digital labor align complex data infrastructures while mathematical optimization continues to expand actuarial logics of decision-making. Algorithms also mediate the social communication of networked publics in ways that transform our social selves and social interaction. This research seminar asks: How do we understand the institutional nature of a society of algorithms?

Applies to requirement(s): Social Sciences

E. Townsley

Prereq: 8 Credits in Sociology, including SOCI-223.

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-316EC Special Topics in Sociology: 'Ethnography of Crime'***Not Scheduled for This Year. Credits: 4*

What can ethnography reveal about the nature of crime and the functioning of criminal justice institutions? What contributions has ethnography made to the study of crime? What place does ethnography occupy within the contemporary landscape of criminology? These questions serve as the point of departure for this reading-intensive seminar investigating classic and contemporary ethnographic texts addressing crime and criminal justice institutions.

*Applies to requirement(s): Social Sciences**C. Sever**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in the department.***SOCI-316EE Special Topics in Sociology: 'Ethnographic Engagement and Practice'***Fall. Credits: 4*

This course situates ethnography as an engaged practice, and asks, how can scholars turn community engagement into formal research? With an emphasis on observation and community-based learning, this course requires time spent off campus in a domain of community-recognized need. Using a grounded theoretical perspective cultivated across the semester, students will build an actualizable research proposal as a final course product. Students will develop sociological observation skills, learn to structure and differentiate in-depth interviews for targeted audiences, and integrate community-driven insights into professional writing. At the same time, students will gain deeper insight into the meanings of need held in the local community, the likes of which are vital to creating participant-centered research and social change.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Community-Based Learning**C. Sever**Prereq: 8 credits in sociology.***SOCI-316FN Special Topics in Sociology: 'Finance, Globalization, and Inequality'***Not Scheduled for This Year. Credits: 4*

We live in a financialized world dominated by financial actors, markets and institutions. From the Occupy Wall Street movement to ongoing debates about the power of big banks, finance has been seen as the culprit for the 2008 financial crisis, U.S. income and wealth inequality, and global instability. But what explains the rise of finance and how has finance gone global? How does global finance contribute to inequality within and across nations? We will tackle these questions by covering some of the recent sociological research on finance and financial globalization. Students will examine the political and institutional roots of financialization and its consequences in advanced and developing economies.

*Applies to requirement(s): Social Sciences**A. Zayim**Prereq: 8 credits in sociology.***SOCI-316LT Special Topics in Sociology: 'The New American Elite'***Spring. Credits: 4*

Inequality in the United States is at levels not seen since the 1920s, yet we know relatively little about those at the top who've accumulated enormous wealth and power. This course is a critical study of American Elites. Who are they? How did they amass such staggering resources? How are these resources used in the political, economic, and social spheres to reproduce/enhance their privilege? We put contemporary American elites into historical perspective, interrogate their origins, and evaluate the networks and practices that distinguish them from everyone else. We also analyze the narratives used to justify their privilege and consider their potential for group solidarity and collective action

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**B. Gebre-Medhin**Prereq: 8 credits in the department.***SOCI-316MX Special Topics in Sociology: 'Marxist Theory: Revolution and Critique'***Fall. Credits: 4*

Marxist social theory has been and continues to be a powerful intellectual influence throughout the globe. Yet Marxist social theory is far from unified, as it has proliferated into a bewildering number of perspectives that are sometimes at odds with each other. This course will explore some of these different versions of Marxism. We will begin with brief excerpts from the revolutionary writings of Lenin and Mao, and then examine examples from Black Marxism, Marxist feminism, the Frankfurt School, critiques of capitalist realism, and degrowth communism, among other perspectives. We will also read selections from some of the more sophisticated critics of Marxism, such as Michael Oakshott and Hannah Arendt.

*Applies to requirement(s): Social Sciences**K. Tucker**Prereq: 8 credits in Sociology including SOCI-223.*

SOCI-316NQ Special Topics in Sociology: 'Organizations and Inequality'*Fall. 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: 8 credits in the department including SOCI-123.***SOCI-316PS Special Topics in Sociology: 'Digital Media and the Public Sphere'***Not Scheduled for This Year. Credits: 4*

How do different kinds of stories unfold in contemporary public spheres? How do we make sense of pressing matters of common concern as members of publics? This research seminar 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 media, 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: 8 credits in Sociology.***SOCI-316RM Special Topics in Sociology: 'Consumer Culture: Race in the Marketplace'***Not Scheduled for This Year. Credits: 4*

This course looks at the central concerns of consumer culture through the lens of race and ethnicity. Through exploring issues such as multicultural marketing and advertising, discrimination in e-commerce, consumer boycotts, and urban food deserts, students will gain theoretical and empirical insight on the ways that racial and ethnic boundaries shape, and are shaped by, consumption.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**P. Banks**Restrictions: Course limited to sophomores, juniors and seniors**Prereq: 8 credits in sociology, economics, or EOS.***SOCI-316ST Special Topics in Sociology: 'Storytelling Sociology: Data for the People'***Not Scheduled for This Year. Credits: 4*

How can we communicate social science knowledge to the wider public? How can we interpret, and assess the quality of, social scientific sources? In this writing-intensive seminar, students will build data literacy and public writing skills to translate important social scientific findings to wider audiences. In a workshop-style model that maps the process of publication, students will create a long-form story that they may seek to publish in wider news outlets. Embedded within is a continuous exploration of social science communication ethics: what is the anticipated impact of publication on marginalized groups? What responsibility do writers carry of audience understandings?

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**C. Sever**Prereq: 8 credits in the department.***SOCI-316SY Special Topics in Sociology: 'The Business of Culture: Marketing & Selling Symbolic Goods'***Fall. 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: This course is open to juniors and seniors***SOCI-316TX Special Topics in Sociology: 'Text as Data II: Computational Text Analysis for the Social Sciences'***Not Scheduled for This Year. Credits: 4*

How can the social sciences benefit from remarkable advances in hardware and software that have unlocked new approaches to using text-as-data? This course interrogates the use of text-as-data from both social scientific and computational perspectives. Students will consider how meaning and context are theorized and how scale is achieved in the analysis of text by social scientists and computational experts. This new frontier will be explored in a hands-on manner; by the end of the course, students will deploy machine learning models to gain insights from large bodies of text such that we may evaluate the utility of these approaches in our quest for insight into the social world.

*Applies to requirement(s): Social Sciences**B. Gebre-Medhin**Prereq: 8 credits in Sociology including SOCI-216TX.***SOCI-316VN Special Topics in Sociology: 'Violence and Intimacy'***Not Scheduled for This Year. Credits: 4*

What makes violence "intimate"? And how are the most private experiences of violence also collective ones? This course examines how seemingly private violence - such as intimate partner violence - come to be defined as public problems. Students will analyze how collective violence is intimately experienced and how intimate violence is collective issues. In our sociological examination of violence, we will trace the connections between the intimate and the collective, the historical and the present, the interpersonal and the structural to answer our initial questions of how to define violence, intimacy, and intimate violence. We will conclude by examining responses and solutions that have been enacted to prevent abuse and will imagine futures without violence.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**S. Leonard**Prereq: 8 credits in sociology.*

SOCI-316VU Special Topics in Sociology: 'Visual Sociology: What Images Tell Us'

Spring. Credits: 4

From A.I.-generated art to selfies, images saturate contemporary social life. This course investigates visual imagery through the lens of sociology. In particular, it focuses on how sociologists engage with visual material in the study of society. Students will examine how sociologists use images to build and evaluate theory, create new concepts, and display their findings. Students will also explore methodological approaches sociologists draw on to incorporate images as a source of data.

Applies to requirement(s): Social Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

P. Banks

Prereq: 8 credits in the department.

SOCI-317 Topics in Contemporary Social Thought**SOCI-317ST Topics in Contemporary Social Thought: 'Cultural Sociology and Contemporary Theory'**

Spring. Credits: 4

This seminar examines topics 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: SOCI-223 and 4 additional credits in Sociology.

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-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

Spanish (SPAN)

SPAN-101 Elementary Spanish

Fall and Spring. Credits: 4

An interactive introduction to the Spanish language and Hispanic cultures. This course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Covers basic grammar structures to equip students to communicate about personal information (description of self and family, routine, preferences) and carry out basic tasks (asking for directions, ordering food, making simple purchases). Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

Applies to requirement(s): Humanities; Language

D. Barrios-Beltran, F. Cunha, E. García Frazier

Prereq: Placement test required even if no previous study of Spanish; score 0-200.

Advisory: SPAN-101 is designed for students with no previous training in Spanish or a maximum of one year of Spanish at the high school level. All students must take the online Spanish placement test to register for the class.

SPAN-199 Preparation for Intermediate Spanish

Fall and Spring. Credits: 4

A communication-based approach to using the Spanish language and learning about Spanish-speaking communities and cultures, this course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Deepens the students' command of Spanish, builds on content learned in SPAN-101 and expands knowledge of the necessary grammar and vocabulary to equip students to communicate in new social situations beyond elementary Spanish. Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

Applies to requirement(s): Humanities; Language

F. Cunha, E. García Frazier, A. Illescas

Prereq: SPAN-101 or by obtaining a qualifying score on placement exam.

SPAN-201 Intermediate Spanish

Fall and Spring. Credits: 4

A communication-based approach to using the Spanish language and learning about Spanish-speaking communities and cultures, this course emphasizes communication through extensive oral practice in class in order to provide students with an immersion experience. Strives for mastery of complex grammatical structures and continues working on writing, listening, and reading skills to provide the necessary linguistic and cultural tools to communicate about current social issues. Students will experience different Spanish varieties within and outside of the classroom through films, short movies, documentaries, poetry, literature, and a broad variety of other written and oral texts.

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.

Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.

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, AP Spanish Language, or a qualifying score on placement exam.

Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.

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

A. Pitetta, N. Romero-Díaz, M. Saltzman

Prereq: SPAN-201, SPAN-209, AP Spanish Language, or a qualifying score on placement exam.

Advisory: Students with AP Spanish Language must register for SPAN-209 or SPAN-212.

SPAN-230 Identities & Intersections: An Introduction

A broad introduction to issues of identity (gender, sexual, ethnic, cultural, class, national, religious) in the Spanish-speaking world and their intersections with other dimensions of cultural agency and power differentials. The specific course contents and examples examined will vary each semester.

SPAN-230GV Identities & Intersections: An Introduction: 'Gendered Violence from Medieval to Contemporary Spain'

Fall. 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 Boyaín (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-230HY Identities & Intersections: An Introduction: 'Hybrid Identities of the Spanish-Speaking World'*Not Scheduled for This Year. Credits: 4*

With a historical and transnational approach, this course will explore bi/multicultural identities and communities in the Spanish-speaking world, primarily of the postcolonial period. Mestizos, Korean-Argentineans, Cuban-Americans, Afro-Peruvians, Moroccans and West Africans in Spanish cities, "gallegos" in Buenos Aires, Chinatowns, Spanglish...Is Catalonia Spain? Through literary, audiovisual, and theoretical texts, we will put situations of ethnic and linguistic hybridity in dialogue with one another and focus on how communities and identities reclaim rights and space, are represented, aspired to, separated, and often slip away when we try to define them.

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**M. Saltzman**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: '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 cinema through some of its most influential films. We address the revolutionary styles of agit-prop, Neo-Realism and Third Cinema, as well as Hollywood-style melodrama. The course also familiarizes students with the basic terminology, concepts and approaches of film studies.

*Crosslisted as: FMT-230CN**Applies to requirement(s): Humanities; Language; Multicultural Perspectives**J. Crumbaugh**Prereq: SPAN-212 or native fluency in Spanish.**Notes: Taught in Spanish.***SPAN-240PN Visual Cultures, An Introduction: 'Spanish Cinema'***Fall. Credits: 4*

This course offers a broad introduction to the history, politics and aesthetics of Spanish cinema through its most iconic films. We address the innovations of surrealism, neo-realism, and postmodernism as well as Hollywood-style commercial genres. The course also familiarizes students with the basic terminology, concepts and approaches of film studies in Spanish. Pedro Almodóvar, Luis Buñuel, Isabel Coixet and other directors included.

*Crosslisted as: FMT-230PN**Applies to requirement(s): Humanities; Language**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: SPAN-212.**Notes: Taught in Spanish.***SPAN-250 Concepts and Practices of Power: An Introduction**

A historical approach to the analysis of political discourses and economic relations in Latin America, Spain and Latina/o cultures in the United States. Topics may include, but are not limited to, imperialism, (post/neo)colonialism, (trans)nationalism, migration, globalization, and neoliberalism. The specific course contents and examples examined will vary each semester.

SPAN-250AT Concepts and Practices of Power: 'The Agency of Things: Material Culture of Latin America, Spain, and the U.S. Border'*Fall. Credits: 4*

What is a thing? What is stuff? Water bottles, bread, trash, relics, photos, dirt, a broken printer, your favorite socks... Where do they come from and where are they going? In this course we'll gain an understanding of the political, historical, spatial, and affective agency of objects. We'll study how artists, writers, collectors, hoarders, migrants, and things of modern-day Latin America, Spain, and U.S.-border areas engage with the inanimate things around us. Our study will be enlightened by theoretical discussions on "Object Oriented Ontology," Environmental Humanities, the Anthropocene, everyday life, and automation. Students will also have a chance to decipher the meaning and trajectories of their own "stuff."

*Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**M. Saltzman**Prereq: SPAN-212.**Notes: Taught in Spanish***SPAN-250LM 'concepts and Practices of Power: An Introduction: 'Making Latin America: From Independence to the Present'***Not Scheduled for This Year. 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 interact 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-250RE Concepts and Practices of Power: 'Exploring Puerto Rican Resilience: Challenges, Migratory Waves, and Resistance'***Spring. Credits: 4*

This course explores the complex interplay of historical, social, political, and geographic factors that have shaped Puerto Rican society and culture. It focuses on the enduring resilience and unwavering resistance that define the Puerto Rican experience, tracing their evolution through colonization, invasion, incorporation into the United States, natural disasters, and sociopolitical challenges. Additionally, this course examines the impact of these characteristics on migration patterns and diaspora communities, both within the United States and in Latin American societies.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**D. Barrios-Beltran**Prereq: SPAN-212.**Notes: Taught in Spanish.*

SPAN-260 Studies in Language and Society: An Introduction

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'

Not Scheduled for This Year. 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 or SPAN-212.

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; Language; Multicultural Perspectives

Other Attribute(s): Speaking-Intensive, Writing-Intensive

E. Castro

Prereq: SPAN-209 or higher.

Notes: Taught in Spanish

SPAN-260CW Studies in Language and Society: An Introduction: 'Introduction to Creative Writing in Spanish'

Not Scheduled for This Year. Credits: 4

Do you want to discover the creative writer inside of you? Do you want to learn techniques and strategies to play with the Spanish language and write poems or short stories? This course will introduce students to the pleasure of the creative writing process in Spanish. Students will develop the skills for understanding and analyzing the art and craft of writing fiction and poetry by famous writers and to develop the language and confidence to create your own. We will look at literature as writers rather than scholars. Students will learn strategies for experimenting with writing, giving and receiving feedback, and building a literary community.

Applies to requirement(s): Humanities; Language

Other Attribute(s): Writing-Intensive

N. Romero-Díaz

Prereq: SPAN-212.

Notes: Taught in Spanish.

SPAN-260HL Studies in Language and Society: An Introduction: 'Introduction to Hispanic Linguistics'

Spring. Credits: 4

The main objectives of this course are to consolidate the knowledge of the language, as well as to help both non-native and native speakers understand and explain how Spanish works as a linguistic system for communication. Topics covered in this course will range from a review of general goals and methods in Linguistics, to phonetics and phonology, morphology and syntax, semantics, and language variation within the Spanish speaking world. The coursework will highlight those grammatical aspects that are typically problematic for learners of Spanish as a second language.

Applies to requirement(s): Humanities; Language

Other Attribute(s): Speaking-Intensive, Writing-Intensive

E. Garcia Frazier

Prereq: SPAN-209 or SPAN-212.

Notes: Taught in Spanish.

SPAN-260PB Studies in Language and Society: An Introduction: 'Public Speaking in Spanish'

Spring. Credits: 4

This course aims to help students develop their understanding of public speaking and improve their delivery skills in Spanish in a variety contexts. A special emphasis will be placed on the concept and practice of ethical communication. Coursework will include planning, presenting, and analyzing oral and written speeches, as well as critical evaluations of famous figures' speeches in Spanish and their particular audience in socio-historical contexts. Assignments will substantially focus on different aspects of the planning process -- such as content research, organization, writing, and the use of visual aids, among others--to create a well-informed, flexible, audience-oriented speech.

Applies to requirement(s): Humanities; Language

Other Attribute(s): Speaking-Intensive, Writing-Intensive

E. Castro

Prereq: SPAN-212.

Notes: Taught in Spanish

SPAN-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

SPAN-330 Advanced Studies in Identities and Intersections**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, 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.

Crosslisted as: GNDST-333BW

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-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.

*Crosslisted as: RELIG-331SL**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-330WE Advanced Studies in Identities and Intersections: 'Weird Feelings: Unsettling Latin American Short Fiction'***Fall. Credits: 4*

In this course we will read and discuss a group of short stories written by contemporary female, queer and trans Latin American authors. These stories deal with (among other weird feelings and states) the uncanny, the unsettling and the horror of daily life as well as processes of becoming, embodiment and disidentification. This course considers the intersections of identity and imagination, race, gender, and class. Special attention is given to the way in which these writings depict oppression and resilience and how they reinvent the Latin American short story writing tradition. Authors may include Ivan Monalisa, Guadalupe Nettel, Mariana Enriquez, Camila Sosa, and Claudia Salazar.

*Crosslisted as: GNDST-333WE**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-340 Advanced Studies in Visual Cultures****SPAN-340PA Advanced Studies in Visual Cultures: 'Natural's Not in It: Pedro Almodóvar'***Spring. 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 related to gender, sexuality, consumer culture, authenticity, and authorship.

*Crosslisted as: GNDST-333PA, FMT-330PA**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive, Writing-Intensive**J. Crumbaugh**Prereq: Two courses in Spanish at the 200-level above SPAN-212.**Advisory: For Spanish credit: Two courses in Spanish at the 200 level above SPAN-212.**Notes: Taught in Spanish.***SPAN-340RR Advanced Studies in Visual Cultures: 'Anti-Fascism in Film: Reel Revolutions'***Not Scheduled for This Year. Credits: 4*

This course analyzes the fight against fascism through the lens of Spanish cinema. Students learn about the history of fascism and anti-fascism in general, Spain's pivotal role in the battle between the two opposing ideologies, the stylistic traits adopted by each in cinema, and how films themselves can wage "reel" revolution. Struggles against capitalism, officially dictated national(ist) histories and cis-hetero-normativity, as well as stances in favor of organized anarchism, are also central to anti-fascist art and politics. The course concludes with reflections on anti-fascism in the Americas, particularly in Argentina, Brazil, Chile, and the United States.

*Crosslisted as: FMT-330RR**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-350 Advanced Studies in Concepts and Practices of Power****SPAN-350MG Advanced Studies in 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 types of discourses, from literature and film to music and social media.

*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-350QH Advanced Studies in Concepts and Practices of Power: 'Queering the Horror: Collective Memory, Political Violence, and Dissident Sexualities in Latin American Narratives'***Not Scheduled for This Year. Credits: 4*

The bloody dictatorships that took place in the Southern Cone and the armed conflicts in Colombia, Guatemala and Peru during the 20th century left behind a legacy of political violence and collective trauma. These states themselves became sadistic death machines, where bodies became territories of punishment and discipline as well as of struggle, resistance, and difference. We will analyze how recent cultural production (film, novel, short stories, and theater) along with theoretical texts imagine and represent those "body struggles" through queer and female bodies, and how they replace the masculine icons of the left-wing militants and the state military terrorists.

*Crosslisted as: GNDST-333QH**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-350UE Advanced Studies in Concepts and Practices of Power: 'Public Space and Everyday Life in Globalizing Spanish Cities'*Spring. Credits: 4*

This course will examine everyday urban life and public space in Spain from the post-Civil War period (1939) to 2021. We'll approach cities as dynamic global networks shaped by cultures, politics, economics, ideologies, memories, and imaginations. Through literary, visual, and theoretical texts, we'll explore the in/exclusivity of large-scale urban phenomena such as street design, gentrification, city ordinances, globalization, and mass tourism. From a lesser-known ethnographic angle, we'll also bring into dialogue the power within everyday practices (walking, sitting, remembering, shopping, placemaking) as well as subjects and objects (street vendors, immigrants, urban furniture, historic buildings).

*Crosslisted as: ARCH-305UE**Applies to requirement(s): Humanities; Language**Other Attribute(s): Writing-Intensive**M. Saltzman**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish.***SPAN-360 Advanced Studies in Language and Society****SPAN-360AV Advanced Studies in Language and Society: 'About Vanguard and Revolutionary Ideas'***Spring. Credits: 4*

This course addresses cultural relations between Latin America and Romance languages and cultures through the concept of vanguard: the Latin American poetic vanguardias of the early twentieth century and controversies with the Italian and Spanish vanguardias; the influence of the Négritude anti-colonial movement in Latin American decolonial thinking and the political avant-garde movements and guerrillas of the '60s and '70s; the intersections between French surrealism and Latin American magic realism; and the emergence of the Cinema Novo and New/Third Cinema (the vanguard of political cinema in Latin America) in the context of Italian neo-realism and the French nouvelle vague.

*Crosslisted as: ROMLG-375AV, FREN-321AV, ITAL-361AV**Applies to requirement(s): Humanities; Language; Multicultural Perspectives A. Pitetta**Prereq: 8 credits at the 200 level in language or literature.**Advisory: Two courses in Spanish at the 200-level above 212.**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.***SPAN-360LG Advanced Studies in Language and Society: 'The Politics of Language'***Not Scheduled for This Year. Credits: 4*

This course examines how implicit and explicit efforts to manage a language influence speakers' beliefs about a language and language in general and determine access to different forms of power by establishing the hegemony of specific linguistic groups or communities in multilingual settings where Spanish is spoken. We will explore issues such as linguistic imperialism/colonization, linguistic discrimination, links between linguistic and national identities, linguistic human rights movements and the concept of language ecology as providing frameworks for social change through inclusion and political participation.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**E. Castro**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish.***SPAN-360LT Advanced Studies in Language and Society: 'Romance Languages Translate'***Not Scheduled for This Year. Credits: 4*

This seminar explores Romance languages, literatures and cultures through the prism of translation. By comparing translations from Spanish, Catalan, French, Italian, Portuguese, and Romanian between each other and into English, we will map out the boundaries, intersections and middle grounds of this language family. Students will engage with the different traditions of translation studies in these languages and critically analyze translators' paratexts. Selecting an individual translation project in a Romance language of their choice, through a process of revision and collaboration, each student will produce both a polished translation and a commentary explaining challenges and choices.

*Crosslisted as: ROMLG-375LT, ITAL-361LT, FREN-321LT**Applies to requirement(s): Humanities; Language**C. Shread**Restrictions: This course is open to juniors and seniors**Advisory: Two courses in Spanish at the 200-level above 212.**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.***SPAN-360MT Advanced Studies in Language and Society: 'The Mind of the Traveler: Journeys, Expeditions, Tours'***Not Scheduled for This Year. Credits: 4*

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

*Crosslisted as: ROMLG-375MT, ITAL-361MT, FREN-321MT**Applies to requirement(s): Humanities; Language**O. Frau**Restrictions: This course is open to juniors and seniors**Advisory: for language majors; two courses in culture and literature at the 200-level**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-360SJ Advanced Studies in Language and Society: '(Trans)Languaging Social Justice'***Fall. Credits: 4*

The concept of linguistic justice refers to the right to communicate and engage in the language and variety in which one feels more comfortable and powerful, as the foundation of equitable access to social and political life. Under this framework, this course examines the role of language in promoting or denying social justice. We will explore languaging – language as a social practice related to constructing meaning and knowledge – in areas such as education, law, immigration, health care, artificial intelligence, race and ethnicity ideologies, among others. A main goal of this course is to build our critical language awareness through self-reflection to support rhetorical agency for social change.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive, Writing-Intensive**E. Castro**Prereq: Two 200-level Spanish courses above SPAN-212.**Notes: Taught in Spanish.*

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 (STAT)

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

M. Ozanne, The department

Advisory: 2 years of high school algebra

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

I. Beaudry, L. Lyman

Prereq: STAT-140 or equivalent.

STAT-244 Intermediate Topics in Statistics

STAT-244MP Intermediate Topics in Statistics: 'Survey Sampling'

Not Scheduled for This Year. 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, estimation, poststratification, imputation, and survey error. We will also apply these methods by frequently using real (and often messy) survey data through assignments and projects. The analysis of the data will be performed through R programming. Background should include estimation, confidence intervals and hypothesis testing.

Applies to requirement(s): Math Sciences

I. Beaudry

Prereq: STAT-140.

Notes: No prior knowledge of the statistical software R is required.

STAT-244NF Intermediate Topics in Statistics: 'Infectious Disease Modeling'

Not Scheduled for This Year. Credits: 4

Infectious disease has plagued humanity since time immemorial. Statistical models serve a critical role in improving understanding of the progression and proliferation of infection in a population, as well as the impact of interventions in stopping the spread of disease. In this course, we will explore regression and compartmental model-based approaches, which will be motivated by some of the most impactful epidemics and pandemics in recent history, including HIV/AIDS, Ebola, Zika, and COVID-19. R statistical software will be used.

Applies to requirement(s): Math Sciences

M. Ozanne

Prereq: STAT-140.

STAT-244NP Intermediate Topics in Statistics: 'Nonparametric Statistics'

Not Scheduled for This Year. Credits: 4

The methods taught in traditional statistics courses are based on assumptions that are often not satisfied by real data sets. In this course we will learn about approaches that require fewer assumptions, known as nonparametric methods. After taking this course, students will be able to examine assumptions for different approaches to statistical inference, compare nonparametric statistical tests such as sign and Wilcoxon tests to their parametric equivalents, and implement nonparametric approaches using R. In addition, the course will incorporate computational techniques for statistical analysis, including simulation, permutation tests, and bootstrapping.

Applies to requirement(s): Math Sciences

The department

Prereq: STAT-140.

Advisory: Students should have experience with the programming language R.

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-331 Design of Experiments

Not Scheduled for This Year. Credits: 4

How do you get informative research results? By doing the right experiment in the first place. We'll look at the techniques used to plan experiments that are both efficient and statistically sound, the analysis of the resulting data, and the conclusions we can draw from that analysis. Using a framework of optimal design, we'll examine the theory both of classical designs and of alternatives when those designs aren't appropriate. On the applied side, we'll use R to explore real-world experimental data from science, industry, and everyday life; and we'll discuss key principles for working with expert (and not-so-expert) collaborators to help them set up the experiments they need.

Applies to requirement(s): Math Sciences

The department

Prereq: STAT-242.

STAT-340 Applied Regression Methods

Fall and Spring. 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

I. Beaudry

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

The department

Prereq: MATH-102 and MATH-342.

STAT-344 Seminar in Statistics and Scientific Research**STAT-344TM Seminar in Statistics and Scientific Research: 'Time Series Analysis'**

Not Scheduled for This Year. Credits: 4

Time series – data collected across time – show up in a vast range of application areas, from climate to economics to music. But they can have special behaviors, like seasonality, memory, and directionality, that require some special treatment! We'll look at tools for describing, modeling, and predicting time series behavior. Topics include decomposition, ARIMA, exponential smoothing, dynamic regression, and a foray into the frequency domain. We'll apply these concepts using real datasets in R.

Applies to requirement(s): Math Sciences

L. Tupper

Prereq: STAT-242 and MATH-211.

Advisory: Previous or concurrent registration in STAT-340 (or other multiple regression experience) is recommended.

STAT-351 Bayesian Statistics

Fall. Credits: 4

Bayesian statistics refers to a statistical paradigm that has its roots in Bayes' theorem, where prior belief and data can be combined to update our understanding of a particular problem in what is known as the posterior. In this class, you can expect to combine your knowledge of probability and statistics to develop and apply Bayesian thinking to statistical modeling. Possible topics include conjugate families, posterior simulation, regression and classification, and hierarchical modeling. R statistical software will be used.

Applies to requirement(s): Math Sciences

M. Ozanne

Prereq: MATH-342 and STAT-242.

Advisory: Students may substitute another 200-level Statistics course for STAT-242 with instructor permission.

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.