MOUNT HOLYOKE℠

Bulletin & Course Catalogue

2007–2008

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2007–2008
Academic Calendar

International Student Orientation	*Begins Friday, August 31*
Passages Preorientation	*Begins Friday, August 31*
Returning students arrive	*Monday, September 3*
New Student Orientation	*Sunday, September 2–Wednesday, September 5*
Online registration opens	*Thursday, September 6*
Convocation	*Wednesday, September 5*
Fall-semester classes begin	*Thursday, September 6*
Wednesday class schedule observed	*Friday, September 7*
Last day to add classes	*Wednesday, September 19*
Last day to withdraw from a class without "W" grade	*Wednesday, September 26*
Last day to declare ungraded option (for sophomores, juniors, and seniors)	*Wednesday, September 26*
Take the Lead	*Thursday, September 27–Sunday, September 30*
Midsemester break	*Saturday, October 6–Tuesday, October 9*
Family and Friends Weekend	*Friday, October 19–Sunday, October 21*
Founder's Day	*Sunday, November 4*
Academic advising period	*Monday, November 5–Friday, November 9*
Online spring registration	*Monday, November 12–Friday, November 16*
Online J-Term registration	*Monday, November 12–Friday, November 16*
Last day to withdraw from a class with "W" grade	*Thursday, November 15*
Last day to declare ungraded option (for first-years only)	*Thursday, November 15*
Thanksgiving recess	*Wednesday, November 21–Sunday, November 25*
Last day of classes	*Wednesday, December 12*
Reading days	*Thursday, December 13–Friday, December 14*
Examinations	*Saturday, December 15–Wednesday, December 19*
December recess	*Thursday, December 20–Tuesday, January 1*
January Term	*Thursday, January 3–Wednesday, January 23*
Martin Luther King Jr. Day	*Monday, January 21 (no classes)*
January recess	*Thursday, January 24–Tuesday, January 29*
Spring-semester classes begin	*Wednesday, January 30*
Online registration opens	*Wednesday, January 30*
Last day to add classes	*Tuesday, February 12*
Last day to withdraw from a class without "W" grade	*Tuesday, February 19*
Last day to declare ungraded option (for sophomores, juniors, and seniors)	*Tuesday, February 19*
Midsemester break	*Saturday, March 15–Sunday, March 23*
Academic advising period	*Monday, April 7–Friday, April 11*
Online fall registration	*Monday, April 14–Friday, April 18*
Last day to drop classes with "DR"	*Friday, April 13*
Last day to withdraw from a class with "W" grade	*Tuesday, April 15*
Last day to declare ungraded option (for first-years only)	*Tuesday, April 15*
Last day of classes	*Tuesday, May 6*
Reading days	*Wednesday, May 7–Thursday, May 8*
Examinations	*Friday, May 9–Thursday, May 13*
Reunion I	*Friday, May 23–Sunday, May 25*
Baccalaureate service	*Saturday, May 24*
Commencement	*Sunday, May 25*
Reunion II	*Friday, May 30–Sunday, June 1*

Mission Statement

Mount Holyoke College reaffirms its commitment to educating a diverse residential community of women at the highest level of academic excellence and to fostering the alliance of liberal arts education with purposeful engagement in the world.

About Mount Holyoke College

Founded in 1837 by chemist and revolutionary educator Mary Lyon, Mount Holyoke was the first of the Seven Sisters—the female equivalent of the predominantly male Ivy League.

Today, Mount Holyoke is recognized worldwide for its rigorous and innovative academic program, its global community, its legacy of women leaders, and its commitment to connecting the work of the academy to the concerns of the world.

The College's goal is to graduate women who think critically and independently, who speak and write powerfully, who are technologically savvy, and who have the ability to lead in a complex, pluralistic world.

A Powerful Liberal Arts Program

A liberal arts education places at its center the content of humane learning and the spirit of systematic inquiry. Its ultimate subject is humanity: the works and acts of human beings and the multiple worlds we inhabit—of thought and art, of nature, community, and technology. It is an education that is evaluative, not merely factual and descriptive. It emphasizes critical judgment and respect for human achievement, educated awareness and reasoned discourse, disciplined inquiry, directed curiosity, clear and creative expression. It is also an education in discovery, an opportunity to explore the extent and diversity of human experience, locate oneself within that breadth, and cultivate one's own passions and talents.

Mount Holyoke's 200 faculty members are the driving force behind the College's academic strength and excellence. Innovative teachers who are dedicated to their students, they are also active scholars, research scientists, and creative artists passionate about their disciplines. Each academic year, they publish on average 30 books, write more than 150 articles and scientific papers, many with undergraduate coauthors, and receive more than 40 major grants, over half for work with students. Small classes and a 10:1 student-to-faculty ratio help ensure a high degree of interaction.

They have won numerous national and international awards, including five National Science Foundation early career awards, a MacArthur Fellowship, three Guggenheims, a Pulitzer Prize, the Rome Prize, the National Book Award, and many Fulbrights. They consistently receive research grants from the National Endowment for the Humanities, the National Science Foundation, the National Institutes of Health, the American Council of Learned Societies, and the Social Science Research Council. They have recently received awards from the Mellon, Luce, Ford, Freeman, Woodrow Wilson, and Dreyfus Foundations, the Howard Hughes Medical Institute, Hewlett-Packard, GE, DuPont, and Research Corporation.

The College offers an extraordinary range of academic opportunities, both on campus and off. Students can select from 49 disciplinary and interdisciplinary

majors. Students may also elect to design their own majors. Special emphasis is placed on developing core analytical, rhetorical, and quantitative skills.

The Five College Consortium adds breadth and dimension to the Mount Holyoke experience. Students can choose from more than 5,000 classes and a number of Five College certificate programs at Amherst, Hampshire, and Smith Colleges, and the University of Massachusetts. Through the consortium, students benefit from the advantages of an education at a liberal arts college for women within the coed context of a larger community of 30,000 students. For more information about the Five Colleges, see the Five College Consortium chapter or *visit www.fivecolleges.edu/.*

A Diverse and Global Community

Approximately one in every three Mount Holyoke students is an international citizen or African American, Asian American, Latina, Native American, or multiracial. MHC's faculty is also diverse. A fourth of the faculty are persons of color and half of the faculty are women.

Mount Holyoke's diversity reflects the increasingly international character of the world's work, acts, and peoples. But diversity by itself is not enough. By instituting a coherent set of practices, the College teaches students how to grapple with the complex intellectual and social challenges and opportunities of living in a diverse community.

For example, the College's multicultural requirement ensures that every student is exposed to ideas and perspectives different from her own. The College has established five cultural centers serving the needs of the College's diverse student populations. Religious life on campus is pluralistic—serving nine faith groups–and the College is continually working to provide religious advisors and worship space for students of all faiths. In the residence halls, an intergroup dialogue project, funded by the Mellon Foundation, encourages students to connect along lines of difference through conversations about topics ranging from race to anti-Semitism to homophobia.

These and many other activities are part of a campuswide effort to affirm identity, build community, and cultivate leadership.

Focus on Leadership

Mount Holyoke has a long history of educating powerful, effective women leaders, and the College is committed to advancing this proud legacy.

Mount Holyoke defines leadership broadly as the ability to take one's vision and make it happen. Leadership positions and opportunities to learn leadership skills abound in the classroom, through student organizations, through the Career Development Center, in the residence halls, and through the programming sponsored by the Weissman Center for Leadership and the Liberal Arts. For more information about the center, see the Special Programs and Resources chapter or visit *www.mtholyoke.edu/acad/6571.shtml.*

The Importance of Being Connected

Connections are an important theme at Mount Holyoke. Students are encouraged to connect their learning to their own interests and passions. In interdisciplinary courses and majors, students learn to make connections between seemingly unrelated subjects. Through internships and other off-campus learning opportunities, such as study abroad and the Twelve College Exchange, students connect their learning to worlds beyond the College. Through various lecture series and performances, students connect with high-profile writers, performers, activists, and leaders. And the importance of these connections endures long after graduation. For the College's approximately 32,000 living alumnae, Mount Holyoke connections prove to be some of the most significant—personally and professionally—of their lives.

Connections are important, not only because they pose intellectual and social opportunities and challenges. Connections are important because ultimately, the subject of a liberal arts education is humanity. By making connections—to knowledge and ideas, to other people—students learn more about what it means to be human and about how they relate to the greater world.

The Bachelor of Arts Degree and College Requirements

The primary degree Mount Holyoke confers is the bachelor of arts (A.B.) degree. The College also offers a master's degree and several dual-degree and certificate options (see the chapters on the Five College Consortium, Other Degree and Certificate Programs, and Graduate Admission).

College Requirements

Students seeking a Mount Holyoke College A.B. pursue a rigorous, well-rounded course of study that includes work in the humanities, science and mathematics, and social sciences. The College's distribution requirement, designed to acquaint students with a wide range of knowledge, also encourages students to explore new areas of interest. All students are expected to develop both their verbal and quantitative abilities. They must also demonstrate fundamental skills in a foreign language, as well as awareness of multicultural perspectives.

Credit Requirements: Cumulative, Residency, and Outside the Major

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

Residency. Sixty-four of those credits must be taken while at Mount Holyoke during the sophomore, junior, and senior years. During those years, students must be registered at Mount Holyoke for a minimum of four semesters.

Outside the major. At least 68 credits of the total of 128 required for the degree shall be earned from course work outside the major department, except in the case of interdisciplinary and double majors.

Minimum G.P.A.

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

The Distribution Requirement

A liberal arts education places at its center the content of humane learning and the spirit of systematic inquiry. Its ultimate subject is humanity: the works and acts of human beings and the multiple worlds we inhabit—of thought and art, of nature, community, and technology. It is an education that is evaluative, not merely factual and descriptive. It emphasizes critical judgment and respect for human achievement, educated awareness and reasoned discourse, disciplined inquiry, directed curiosity, clear and creative expression. It is also an education in discovery, an opportunity to explore the extent and diversity of human experience, locate oneself within that breadth, and cultivate one's own passions and talents.

To these ends, the Mount Holyoke curriculum strives to help its students develop a base of knowledge that is both broad and deep. Our curriculum divides itself into two

broad sections: the major/minor and the general education, or distribution, requirement. In the major and, to a lesser extent, in the minor, students commit to one relatively narrow branch of study with sufficient depth to acquire expertise in its concerns, traditions, and literatures. By contrast, the distribution requirement provides an extended orientation to all of the College's resources, including, most importantly, its faculty. Mount Holyoke College asks each student to take courses from seven different disciplines of her choosing, distributed across the sciences, social sciences, and humanities. For many students, this requirement leads to unexpected interests that blossom into major fields of study. Others discover interdisciplinary connections with their intended major that lead to unanticipated career paths, or encounter faculty members who become mentors.

The College's distribution requirement seeks to be minimalist without being trivial. Our intention is not to endow all students equally with a privileged set of academic skills, but to guide, and to welcome, each student into a community of intellectual citizens.

Students must complete courses within seven different disciplines selected from three curricular divisions: humanities, science and mathematics, and social sciences. These courses must carry at least 4 credits within one semester to fulfill a distribution requirement.

Group I—Humanities

Three courses from three different disciplines are required from Group I, including at least one course from each of the following two subgroups.

A. Arts, language and literature: art, classics, dance, English, film studies, French, German studies, Greek, Italian, Latin, music, Russian, Spanish, theatre arts, or an interdisciplinary course in arts and literature.
B. History, philosophy, religion, or an interdisciplinary course in this area.

Group II—Science and Mathematics

Two courses from two different disciplines are required from Group II, *including at least one laboratory course in a natural or physical science.*

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

B. Natural and physical sciences: astronomy, biological sciences, chemistry, geology, physics, or an interdisciplinary course in the natural or physical sciences with lab.
C. Natural and physical sciences: astronomy, chemistry, geology, physics, or an interdisciplinary course in the natural or physical sciences without lab.

Group III—Social Sciences

Two courses from two different disciplines are required from Group III.

A. Anthropology, economics, education, geography, politics, psychology, sociology, or an interdisciplinary course in the social sciences.

NOTE: Interdisciplinary and interdepartmental courses meet the distribution requirement in the category indicated for each such course. If a course is cross-listed between a department and an interdisciplinary program, it will meet distribution within the department.

Students seeking to fulfill distribution requirements with courses taken at another institution must obtain approval from the appropriate department chair at Mount Holyoke on a permission form (available on the registrar's Web site at www.mtholyoke.edu/offices/reg/forms*).*

Language courses used to meet a student's language requirement may not also be used to meet distribution requirements. Independent study (295 and 395 courses) will not satisfy the distribution requirement.

Foreign Language, Ancient or Modern

Students should fulfill this requirement by the end of the sophomore year in one of the following ways:

1. by completing a two-semester elementary course sequence in a foreign language new to the student. (The self-taught language courses currently offered through the University of Massachusetts cannot be used to meet the Mount Holyoke language requirement.)
2. by completing a one-semester designated foreign language course at the intermediate level. (Please consult the offering department to determine which intermediate courses qualify.)
3. by completing a one-semester foreign literature course taught in the foreign language.
4. by achieving exemption through satisfactory performance on a foreign language examination at the intermediate level.
5. in the case of a student whose first language is not English, by exemption through certification by the relevant department or the dean of international students (international students) or the dean of the College (domestic students).

Multicultural Perspectives Course

Students must complete one 4-credit course that is devoted primarily to the study of some aspect of Africa, Asia, Latin America, the Middle East, or the nonwhite peoples of North America and that incorporates a diversity of perspectives. A student may fulfill this requirement at any time during her college career by completing an approved course in the department or program of her choice (see the Key to Course Descriptions chapter).

Physical Education

Students should earn six physical education units by the end of the junior year, starting from the first year. Four units are required for sophomore transfer students; 2 units for junior transfer students. Physical education units are not academic credits and do not count toward the 128 academic credits required to graduate.

Major

A student is required to declare her major in her sophomore year no later than the end of the eighth week of classes of the second semester. At that time, with the help of a faculty advisor, she will create a careful academic plan for the next two years. A student may change her major at any time, provided there is time to complete the program before graduation. A student's request to change her major shall be filed with the registrar.

Departmental major. Students must earn at least 32 credits in the major field. A minimum of 12 credits must be in advanced work at the 300 level. Students with single departmental majors must also complete the "outside the major" requirement. All students who declare a single department major must complete at least 68 credits (of the required 128 credits) in course work outside the major department.

Interdisciplinary major. Interdisciplinary majors can be declared in the following areas of study: African American and African studies, American studies, ancient studies, Asian studies, biochemistry, critical social thought, environmental studies, European studies, international relations, Latin American studies, medieval studies, neuroscience and behavior, psychology and educational studies, Romance languages and literature, and women's studies.

Interdisciplinary majors are structured enough to emphasize the central theme of a topic of study, but flexible enough to allow for a range of interest within a given topic. Students must earn a minimum of 40 credits in the approved program. At least 20 credits must be at the 300 level, divided between two or more departments or programs. Students who declare an interdisciplinary major or a special major automatically fulfill the "outside the major" requirement.

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

Outside the Major

Work is required outside the major field of study. There are several alternative ways to meet this requirement.

I. A recorded minor, consisting of a minimum of 16 credits beyond the 100 level in a field or related fields outside the student's major. Only one minor may be recorded on a transcript. The minor may take one of two forms.

A. A minor within a second major field (for example, classics, economics, gender studies, physics). This minor:

1. must include at least 4 credits at the 300 level, unless this specification is waived or modified by the department or program concerned; and

2. must be approved by a designated member or members of that department or program if any work in the minor is done elsewhere, if the minor differs from requirements outlined in the catalogue, or if the proposed minor department or program so specifies.

B. An interdisciplinary minor of the student's devising (for example, marine studies, Victorian painting and poetry). This minor:

1. may well include one or more 300-level courses among the minimum four courses required, but need not do so in all cases;

2. must be approved by the student's major advisor, and should involve appropriate consultation with qualified faculty in the proposed fields, but does not require formal department approval; and

3. may not have a title identical with the name of any existing major.

No course included in a student's major may be included in her minor.

II. An existing Five College certificate program (for example, African studies, international relations). See the Five College Consortium chapter for more information.

III. An interdisciplinary major or special major.

To receive a Mount Holyoke College degree, students must fulfill the requirements described above. Requests for individual variations from this curriculum must be made to the Academic Administrative Board through the registrar or dean of the College. The petition is available on the Web at *www.mtholyoke.edu/offices/reg/forms.*

Academic Deficiencies

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

Honors

The degree is awarded *cum laude* on the basis of a 3.50 cumulative average, *magna cum laude* on the basis of a 3.75 cumulative average, and *summa cum laude* on the

basis of a 3.75 cumulative average and the completion of an exceptional honors thesis or project. Students who complete a satisfactory honors thesis or project will receive the degree *with honor* in the department in which the thesis was completed. Students who complete an excellent honors thesis or project will receive their degree with *high honor* in the department in which the thesis was completed. Those who graduate *summa cum laude* or with *high honor* in their major department are called Mary Lyon Scholars. Students in approximately the top 15 percent of the class at the end of sophomore year (with two years of work at Mount Holyoke) are designated Sarah Williston Scholars. Last year, 52 percent of the senior class graduated with some form of academic honor.

Recognition of academic excellence includes election to Phi Beta Kappa (the Mount Holyoke chapter was established in 1905); Sigma Xi, an honorary society for science students; and Sigma Iota Rho, an honorary society for international relations students.

Awarding of Degrees

Mount Holyoke College confers degrees once a year at Commencement in May. A senior who does not complete requirements may be eligible to process with her class at the ceremony, provided that she confirms with the registrar's office that she will meet the requirements to do so. In this instance, she will not be awarded a diploma at Commencement.

Graduation Rate

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

Special Programs and Resources

The Harriet L. and Paul M. Weissman Center for Leadership and the Liberal Arts

The Weissman Center for Leadership and the Liberal Arts is grounded in the conviction that ideas passionately pursued and eloquently expressed contribute significantly to leadership. The center creates and sponsors programs and activities that enhance students' abilities to think independently and analytically, to become effective speakers and writers, and to connect their academic work purposefully with the world. For more information, call 413-538-3071 or visit *www.mtholyoke.edu/go/wcl.*

Annual Series of Lectures, Seminars, and Exhibits

The Weissman Center offers multifaceted programs that relate to contemporary and historical events, focus on significant intellectual issues, and provide meaningful opportunities for the College community to think and to work together. Public lectures, discussions, symposia, and workshops feature distinguished and engaged speakers whose scholarship, activism, and ideas are making a difference in the world. These known and emerging leaders serve as impressive models and offer valuable examples to students of how they might develop their own approaches to effective, creative leadership. Faculty development seminars and student leadership workshops often generate intensive exchanges and discussion that impact directly courses and classroom interactions. Exhibitions, often presented in conjunction with the Mount Holyoke College Art Museum and other campus organizations, showcase the work of gifted artists and provide inspiring perspectives on center themes and programs.

Speaking, Arguing, and Writing Program (SAW)

SAW is known nationally for the innovative ways in which it combines writing and speaking into comprehensive modes of critical thinking and argumentation. SAW student staff are trained in both written and oral communication. Student mentors work with faculty in designated courses to develop the quality of student speaking, arguing, and writing in the context of specific course material. While mentors work in specific courses, SAW assistants are available to students for individual sessions that develop further the quality of the student's oral and written communication within multiple disciplines at the SAW Center. SAW supports speaking- and writing-intensive courses throughout the curriculum and sponsors workshops. Approximately 140 speaking- and writing-intensive courses are offered each year, and the College strongly encourages all students to include several of these classes in their academic plans. The SAW Program has administrative offices, a mediated classroom studio, a library, and a meeting space in the Weissman Center for Leadership and the Liberal Arts in Porter Hall. The SAW Center and session rooms are located in the Williston Library. Students can request support for any type of writing and/or

speaking project. For more information, call 413-538-3028 or visit *www.mtholyoke.edu/go/saw.*

Community-Based Learning

Community-based learning is an educational initiative that links Mount Holyoke students with local communities in courses that combine analysis and action. This program enhances understanding of public concerns and fosters leadership, citizenship, and advocacy skills. CBL courses and independent studies bring together students, faculty, and community organizations to work on projects that provide intellectually rigorous experiences for students and tangible benefits for the community. Working with area organizations, students grapple with applying theoretical knowledge to concrete problems and offering solutions. CBL mentors, like SAW mentors, are paired with faculty in specific courses. They help to monitor CBL field sites and provide in-class support to students. The CBL program also has community fellows who work closely with community-based organizations. For more information, call 413-538-3072 or visit *www.mtholyoke.edu/go/cbl.*

Student Leadership Opportunities

Students can participate in a range of leadership activities sponsored by the Weissman Center. They include affiliations with the center's student advisory committee, working as leadership fellows, joining the student staff of the SAW and CBL programs, and serving as mentors in Take the Lead, an acclaimed leadership program for young women that brings high school students to Mount Holyoke College for intensive leadership skills training.

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

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

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

Engagement with Global Issues on Campus

Many departments and programs are already offering courses which investigate—from their own disciplinary vantage points—different dimensions of globalization

and ask questions whose scope reaches beyond national boundaries. The center complements these offerings with initiatives that explore global issues, their origins, and their legacies from cross-disciplinary, cross-cultural, and cross-national perspectives.

Global Scholar-in-Residence Program

The Carol Hoffmann Collins '63 Global Scholar-in-Residence program brings to campus renowned international experts who engage the community in dialogue on important issues through public lectures, classes, and informal gatherings. The Global Scholar-in-Residence in 2007–2008 is Stephen Lewis; he will be on campus in mid-November. One of the most influential human rights advocates of Canada today, Lewis was UN Secretary General Kofi Annan's Special Envoy for HIV/AIDS in Africa.

Biennial Conference on Global Challenges

Each conference focuses on a specific global challenge, bringing together scholars and practitioners from around the world to analyze global challenges from cross-disciplinary and cross-national perspectives. The McCulloch Center also offers a team-taught 2-credit interdisciplinary course on the topic, leading up to the conference. In March 2008, the center will host *The Rise of China: Global Opportunities and Challenges.* Several faculty members from different departments will offer an accompanying interdisciplinary course exploring the conference topic.

Learning Experiences Abroad

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

Study Abroad

Each year more than 200 Mount Holyoke students, representing approximately 40 percent of the junior class, study for a semester or academic year at universities and programs around the world. Students may choose to study with a Mount Holyoke-sponsored or affiliated program or exchange, or with one of the many other programs that we approve, covering more than 50 countries. We currently offer programs and exchanges for full year or semester study in France, Senegal, Hong Kong, Japan, Korea, Germany, and the UK, along with a summer program in China and January Term programs in the Republic of Georgia and South Africa.

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

Mount Holyoke does not charge home school fees. Except for Mount Holyoke's own programs and exchanges, students pay program costs directly to their host university or program sponsor. Mount Holyoke charges an administrative fee of $750 per semester of study abroad. Eligible students may use federal and state loans and grants toward the cost of study abroad. Because many programs abroad cost less than a semester or year at Mount Holyoke, many students will find that those resources, in addition to their family contribution, will be sufficient to cover their costs. For students in need of financial assistance, Mount Holyoke offers the Laurel Fellowships for Off-Campus Study. While Laurel Fellowships are guaranteed for designated Mount Holyoke programs and exchanges (though spaces may be limited), they are awarded on a competitive basis for study abroad wth any approved program. For 2007–2008, Mount Holyoke awarded Laurel Fellowships to 85 percent of qualified applicants.

International Internships

The McCulloch Center for Global Initiatives promotes opportunities for students to participate in international internships. The center maintains resources and advises students about internship opportunities around the world that are available to college students. Additionally, the center sponsors the Mount Holyoke College International Internship Program (MHC-IIP). Through this innovative program, funded internship opportunities—primarily outside the United States—are available exclusively for Mount Holyoke College students. Established through contacts of the Mount Holyoke community (alumnae, faculty, parents and friends of the College) these competitive internships provide students with unique connections and experiences. In the summer of 2007, 27 students profited from these networked opportunities.

Student Research Abroad

The center encourages students to pursue summer research projects abroad. Through the competitive Global Studies Summer Fellowship, the Center provides financial support for collaborative student-mentor research projects abroad during the summer.

International Diversity on Campus

Mount Holyoke College boasts a uniquely diverse international faculty and student body, which provides a powerful setting for education for global citizenship, in and out of the classroom, on a personal and intellectual level. For more than 150 years, Mount Holyoke College has attracted students from many backgrounds and cultures. Today more than 350 international students from over 60 countries attend Mount Holyoke. Most are studying towards a bachelor's degree and enter as first-year, transfer, or Frances Perkins students. The McCulloch Center for Global Initiatives provides orientation, advising, special programming, and information about immigration regulations to international students. The center also administers a special program for students who are selected to spend a year at the College as Foreign Fellows or international exchange students.

Foreign Fellowship Program

Each year the Foreign Fellowship Program supports 13 international students who assist in the modern language departments (Chinese, French, German, Italian, and Spanish) while studying for the Certificate for International Students. Most of the foreign fellowships are connected to direct exchanges with partner universities aborad. The fellowships are awarded to students who are native speakers of one of the languages listed above, who have completed at least one year of university study in their home country, and who expect to return home after one year.

Foreign Languages at Mount Holyoke College

"The limits of my language mean the limits of my world." —Wittgenstein

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

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

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

The Center for the Environment

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

We imagine "environment" broadly—not just as surroundings, not just as the air, water, and land on which we depend, or that we pollute—but as sets of circum-

stances, conditions, and contexts in which we live, work, and develop. We seek common ground where edges have separated us—by discipline, by lifeways, by points of view, by structures that may have kept us from engaging in dialogue about "environment" in our work and lives.

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

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

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

Outside the classroom, the Center for the Environment works to heighten environmental awareness within the community at large. Each semester, the center presents lectures on important environmental issues. Recent guest speakers have included Winona LaDuke, indigenous activist and two-time Green Party vice presidential candidate; Michael Singer, renowned sculptor and landscape designer; and Terry Tempest Williams, environmental activist and author. The center has organized discussion series on local natural history and faith and the environment; panels on careers in the environment; and environmental workshops, nature walks, and hands-on experiences for children.

The Center for the Environment is located in the Talcott Greenhouse. For more information, call 413-538-3091, email *center-environment@mtholyoke.edu*, or visit *www.mtholyoke.edu/go/ce*.

Library, Information, and Technology Services (LITS)

For anyone who lives, studies, or works on campus, it is impossible not to be affected by the work of Library, Information, and Technology Services, also known as LITS.

Technology is an integral part of life at Mount Holyoke. Faculty are integrating multimedia technology into their teaching and research. An international relations class requires a Web site as a final project. A biology class requires students to make time-lapse movies. Language courses use computer-assisted language-learning materials. All the residence halls have computer labs, and every student room has Internet access.

LITS supports the multiple information and technology opportunities on campus. Housed in the Williston-Miles-Smith-Dwight complex, LITS extends across campus to labs in academic buildings and residence halls, mediated classrooms, and the Language Resource Center in the Ciruti Center.

There are more than 65 LITS staff members dedicated to helping students to acquire skills that will serve them in their academic careers and beyond.

LITS services include:

- Supporting the curriculum by instructing students in the use of both print and electronic resources, in using the Five College Library catalog, and in locating information on the Internet.
- Offering noncredit workshops on Web design, Adobe Photoshop, Dreamweaver, Refworks, PowerPoint presentations, and thesis production.
- Providing course-related instruction and individual appointments for students involved in honors and independent study work.
- Maintaining "state of the art" public labs for student use in a number of locations on campus.
- Converting and creating digital multimedia instructional materials and providing service and support for digital production.
- The LITS Help Desk is the initial point of service for technology support. The Help Desk, located in the Information Commons, is staffed Monday–Friday, 8:30 AM–5:00 PM, and can be reached at 413-538-2600. The Information Commons is open 8:00 AM–2:00 AM during the academic year and is staffed by a team of well-trained students to answer technology questions and to diagnose hardware and software problems.
- Media resources has a circulating collection that includes video, audio, and digital equipment that can be used by students and faculty. Video playback and data projection facilities are built into a majority of classrooms throughout the campus.
- Equipped with a wide array of instructional technologies, including audio and video equipment, computers, and language software, the Ciruti Language Resource Center supports instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish, and other languages. A special cable connection allows students and faculty to view live and taped news programs from such countries as Brazil, Canada, Chile, China, France, Germany, Greece, Hungary, Iran, Israel, Italy, Japan, Korea, Mexico, Poland, Romania, Russia, Saudi Arabia, Sweden, and Turkey.

For more information about Library, Information, and Technology Services, visit *www.mtholyoke.edu/lits/*.

Internships—Summer and January Programs

The Career Development Center (CDC) assists students in developing both summer and January internships. Mount Holyoke's highly developed internship program links students to thousands of opportunities to explore careers and clarify their academic and professional interests.

Summer internships connect students to a wide range of organizations and fields such as nonprofits, media outlets, financial institutions, social service agencies, museums, education, and scientific and medical research to name a few. Summer internships are an opportunity for students to explore connections between their academic and career interests by pursuing relevant off-campus experience in career fields related to their major, minor, areas of concentration, or the liberal arts experience. They usually involve full-time work for six to twelve weeks and a minimum of 240 hours. Students may earn academic credit in connection with a summer internship by completing a practicum independent study as described below.

Students can also participate in January internships, which provide a unique opportunity to learn firsthand about a particular career or field of interest within a short period of time. To be eligible for credit, a minimum of three to four weeks and a minimum of eight hours a day must be successfully completed.

Beginning in summer 2006, new College legislation allowed students to register for practicum credit (295P or 395P) to receive credit for independent work with a practicum or internship component, as long as there is a substantial academic component supervised by a Mount Holyoke faculty member who assigns the grade. The practicum or internship can take place either in January or during the summer, and the bulk of credit-bearing work will normally take place during the following semester. Practicum designation ordinarily requires consultation with a faculty member prior to the beginning of the practicum or internship and, of course, during the semester of 295P or 395P enrollment. Independent work with a practicum component is governed by the same policies as all other independent work. Students are encouraged to share the "Guide to Developing Your Independent Study," available at the Career Development Center, with their faculty advisor. Those who need a letter verifying academic credit for an internship may download and complete the "Verification of Academic Credit for Internship" letter from the Career Development Center's Web site and bring it to their faculty advisor to be signed.

Workshops and seminars, such as the Developing Your Internship series, are offered by the Career Development Center throughout the academic year. For a complete calendar, visit the CDC Web site at *www.mtholyoke.edu/go/cdc.* Students may also stop by the CDC for a drop-in appointment or call 413-538-2080 to schedule an individual counseling appointment.

Exchanges and Semester Programs

Twelve College Exchange

Mount Holyoke College maintains a residential exchange program with Amherst, Bowdoin, Connecticut, Dartmouth, Smith, Trinity, Vassar, Wellesley, and Wheaton

Colleges, and Wesleyan University. The exchange also includes the Williams/Mystic Seaport Program in American Maritime Studies and the O'Neill National Theater Institute Program (NTI). To be considered for the limited number of available spaces, an applicant must have a minimum cumulative grade point average of 2.70 and approval of the proposed program by her academic advisor or major department.

For more information contact Joanne Picard, dean of international studies, at 413-538-2072.

Mills-Mount Holyoke College Exchange

The College has an exchange program with Mills College, a distinguished women's college in Oakland, Calfornia. Because this is a reciprocal program and the number of outgoing students must generally balance the number of incoming students, places are limited. For more information contact Joanne Picard, dean of international studies, at 413-538-2072.

Spelman-Mount Holyoke College Exchange Program

Mount Holyoke has an exchange program with Spelman College, the premiere historically black women's college in Atlanta, Georgia. Because this is a reciprocal program and the number of outgoing students must generally balance the number of incoming students, places are limited. For more information contact Joanne Picard, dean of international studies, at 413-538-2072.

American University Washington Semester Program

American University's Washington Semester Program offers more than a dozen distinct programs that cover such topics as American politics, justice, journalism, public law, and peace and conflict studies. Students participate in an intensive internship and seminar related to the program focus while living in Washington, D.C. For more information, see the program Web site at *www.american.edu/washingtonsemester/* or contact Joanne Picard, dean of international studies, at 413-538-2072.

Semester in Environmental Science at the Marine Biological Laboratory (MBL)

The Semester in Environmental Science (SES) is an intensive, 15-week program that immerses students in rigorous field and laboratory work, lectures, and independent research in evironmental and ecosystems sciences at one of the world's leading marine laboratories. Since the founding of the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts, in 1888, 37 Nobel laureates have conducted research there. Through the Semester in Environmental Science, students interact with internationally distinguished environmental scientists and science writers.

SES is primarily for juniors. Participation is limited to students from schools that are members of the SES consortium with MBL. Applications must be received at MBL by March 15. For more information, visit *www.mbl.edu/SES* or contact Thomas Millette, associate professor of geography, at 413-538-2813.

January Term

January Term, known on campus as J-Term, is an optional 20-day program offering both academic and nonacademic courses and workshops. While some students use J-Term to pursue an independent study or to take another academic-credit course, many use it to explore new interests, engage in volunteer work, or pursue an internship.

A limited selection of academic credit courses are offered during J-Term. Noncredit workshops, which change from year-to-year, can focus on topics ranging from leadership to wellness to silversmithing. Some noncredit workshops are taught by students who share their expertise with peers. Faculty and staff are also encouraged to propose noncredit courses.

Many students use J-Term to complete a three-week internship (see "Internships" in this chapter to learn more about the January Internship Program).

Students may remain on campus during January Term. While there may be nominal fees for supplies in some noncredit programs, there are no tuition, room, or board charges for any January Term students who are degree candidates and are enrolled at Mount Holyoke for the semester immediately before or after January Term.

Independent Study

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

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

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

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

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

Honors Thesis

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

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

The Five College Consortium

About the Consortium

Through Mount Holyoke's membership in one of the country's most successful academic consortia, Mount Holyoke students can take advantage of opportunities at three other outstanding colleges (Amherst, Smith, and Hampshire) and a major research university (the University of Massachusetts at Amherst).

Students in good academic standing may take courses for credit at any of the other four institutions at no additional cost through the Five College Interchange. Normally, students can start taking Five College courses after the first semester of their first year. Courses need to be beneficial to an overall academic plan and must be approved by an advisor and the academic dean.

To enroll in a course at one of the other campuses, students complete registration procedures through the Mount Holyoke College registrar. More information about policies governing Five College Interchange enrollments is included in the Academic Regulations chapter. A free bus service links the five campuses. Students enrolled in the Mount Holyoke meal plan can arrange to have meals at the other campuses.

To explore the courses offered through the Five Colleges, visit *www.fivecolleges.edu/sites/courses/*.

Other Five College Opportunities

- Mount Holyoke students can borrow books from all of the Five Colleges. A user-friendly, online system enables book requests from just about any computer terminal on campus.
- Distinguished guest artists, filmmakers, and scholars regularly visit the Five Colleges to lecture and meet with students, give performances, or read from their work.
- Dance and astronomy—the two Five College majors—both rank among the largest and most distinguished undergraduate programs in their respective fields nationally. (See the dance and astronomy chapters for more information.)
- The music departments jointly host in alternate years an outstanding composer and musicologist-in-residence for a week. In alternate years, a Five College choral festival brings together all the choral groups for a roof-raising concert.
- The theater departments hold open auditions for all productions and sponsor a Five College Multicultural Theater Committee.
- Undergraduates interested in geology or coastal and marine sciences can gain research experience through Five College field trips to areas in Belize, Death Valley, California, and coastal regions of the Northeast United States.
- Five College programs include the Five College Early Music Program (hosted at Mount Holyoke) and the Five College Women's Studies Research Center (also hosted at Mount Holyoke), which brings together faculty from many disciplines, as

well as professionals from local communities who are working on issues of women's health and welfare.
- A wide range of interdisciplinary certificate programs (see below) allow students to draw on the combined faculty, resources, and courses at the five campuses. These certificate programs can be used to fulfill the Mount Holyoke "outside the major" requirement.

Five College Certificate Programs

Five College Certificate in African Studies

This program allows students to take advantage of the substantial resources for the study of Africa in the Five Colleges: 40 faculty whose research and teaching focus primarily on Africa offer almost 150 courses. The wide array of course offerings allows students to develop a concentration of study devoted to Africa that complements any major. The certificate requires six courses on Africa, to be selected with the guidance and approval of an African studies certificate program advisor. Study in Africa is strongly encouraged.

The certificate in African studies consists of a minimum of six courses from at least four different departments, programs, or disciplines. Each course should carry at least 3 credits, and at least 50 percent of its content should be devoted to Africa. The program requires the following:

- A minimum of one course providing an introductory historical perspective that surveys the entire African continent
- A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology)
- A minimum of one course on Africa in the fine arts and humanities (art, folklore, literature, music, philosophy, religion)
- A minimum of three more courses on Africa, each in a different department, chosen from education, the fine arts and humanities, history, or the social sciences
- Proficiency in a language other than English through the level of the second year of college, to be fulfilled either in an indigenous language or a colonial language in Africa. This requirement may be met by examination or course work; such language courses may not count toward the minimum of six courses required for the certificate.

Please note that each course is assumed to carry at least 3 semester credits. The applicability of education courses varies among the Five Colleges; students should check with their home institution advisors.

No more than three courses in any one department may be counted toward the minimum requirement for this certificate. A candidate may present courses taken in Africa, but normally at least three of the required courses must be taken in the Five Colleges. Students must receive a grade of B or better in every course that qualifies for the minimum certificate program; none may be taken on a pass/fail basis.

Students are also strongly encouraged to pursue opportunities for study in Africa and to complete the certificate program with an independent study course that integrates previous work.

Students should work closely with an advisor in choosing courses. The advisors at Mount Holyoke are Samba Gadjigo (French), Holly Hanson (history and African American and African studies), Girma Kebbede (geography), John Lemly (English), and Matthew McKeever (sociology). For further information see *www.fivecolleges.edu/sites/african/*.

Five College Asian/Pacific/American Studies (APA) Certificate

The Five College Asian/Pacific/American Studies (APA) Certificate enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with their campus program advisor, students can learn to appreciate APA cultural and artistic expressions, understand and critique the racial formation of Asian/Pacific/Americans, and investigate how international conflicts, global economic systems, and ongoing migration affect APA communities and individuals and their intersections with others. Drawing upon diverse faculty, archival, and community-based resources, this program encourages students not only to develop knowledge of the past experiences of Asian/Pacific/Americans, but also to act with responsible awareness of their present material conditions. The program requires the following:

- *A minimum of seven courses*, distributed among the following categories. (As always, to be counted toward graduation, courses taken at another campus must be approved by campus advisors.)
- *One foundation course.* Normally taken during the first or second year, this course offers an interdisciplinary perspective on historical and contemporary experiences of Asian/Pacific/Americans. Attention will be paid to interrogating the term Asian/Pacific/American and to comparing different APA populations distinguished, for example, by virtue of their different geographical or cultural derivations, their distribution within the Americas, and their historical experience of migration.
- *At least five elective courses.* Students must take at least one course from each of the following categories. (Three of these five courses should be chosen from among the core courses and two may be taken from among the component courses.)
    - *Expressions.* These courses are largely devoted to the study of APA cultural expression in its many forms.
    - *U.S. Intersections.* These courses are dedicated substantially to the study of Asian/Pacific/Americans but are further devoted to examining intersections between APA experiences and non-APA experiences within the United States.
    - *Global Intersections.* These courses have their focus outside the United States but offer special perspectives on the experiences of Asian/Pacific/Americans.
- *Special Project.* Normally fulfilled in the third or fourth year, this requirement involves the completion of a special project based on intensive study of an Asian/Pacific/American community, historical or contemporary, either through research, service-learning, or creative work (e.g., community-based learning project, action-research, internship, performing or fine arts project). Normally the requirement will be fulfilled while enrolled in an upper-level, special topics, or independent study course, although other courses may be used subject to approval of the campus program advisor. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once

during the semester to discuss their ongoing projects and at the end of the semester to present their completed projects at a student symposium or other public presentation. A student's plan for completing the requirement should be approved by a campus program advisor in the previous semester.

Students must receive the equivalent of a B or better in all courses counted toward the certificate. Courses counted toward satisfaction of campus-based major requirements may also be counted toward the Five College Certificate. No course can be counted as satisfying more than one certificate distribution requirement. Courses taken abroad may be used to fulfill the distribution requirement with the approval of the campus program advisor.

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

For further information, contact professor Antonio Tiongson or see *www.fivecolleges.edu/asian_pa/certificate.html*.

Five College Certificate in Buddhist Studies

Because Buddhist studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study in the Five Colleges.

For students who may wish to pursue a certificate in Buddhist studies as preparation for graduate study in this field, we strongly recommend the study of at least one canonical language (Sanskrit, Pali, Chinese, or Tibetan) and/or the modern language of at least one Buddhist culture (especially for those who have an ethnographic interest in Buddhism). Up to two courses in a relevant language can count toward the certificate, although we strongly encourage these students to continue language study beyond the first-year level. Language study is not required, however.

The certificate program consists of a seven-course minimum, including the following:

- At least one advanced-level course (300 or above at Hampshire, Mount Holyoke, or Smith; 500 or above at UMass; courses nominated by the appropriate faculty at Amherst)
- At least one course in three different disciplines of Buddhist studies (such as anthropology, art history, Asian studies, philosophy, and religious studies)
- At least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (nineteenth–twenty-first century) and at least two of the following three geographical areas: South and Southeast Asia, East Asia, and the Tibeto-Himalayan region
- Up to two canonical or appropriate colloquial Asian language courses may count toward the certificate.

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

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

For further information, contact professor Susanne Mrozik or see *www.fivecolleges.edu/sites/buddhism/*.

Five College Certificate in Coastal and Marine Sciences

The Five College Coastal and Marine Sciences (FCC&MS) Certificate enables students to select from a variety of courses in marine sciences, including coastal and marine ecology/geology, resource management and public policy, oceanography, and coastal engineering to create a concentration of study. Smith, Mount Holyoke, and Hampshire Colleges and the University of Massachusetts currently award certificates. Under the guidance of faculty advisors on each campus, students choose a progressive series of courses available within the five campuses and in academic off-campus programs (e.g., Sea Education Association, School for Field Studies). Some of these courses must have an intensive field component so that students obtain competence in field studies. Students must also participate in a "capstone" independent, marine-related research project that counts toward the certificate.

Students interested in working toward the certificate select a faculty advisor who reviews and approves the program of study proposed by the student to ensure a strong concentration in marine sciences, as well as the necessary field experience.

The program requires the following:

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

  Each student must show competency in field studies by either completing a course with a field component or by participating in an intensive Five College field course or approved semester-away program (e.g., Sea Semester, School for Field Studies semester with coastal settings).

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

- *Completion of an independent, marine-related research project* through an internship, thesis, Division III project, independent study, or other activity acceptable to their home campus advisor.

- *Completion of the application form for the certificate.* The campus program advisor submits the completed application and a transcript to the FCC&MS steering committee. After the committee certifies that a student has completed all program

requirements, Five Colleges, Inc. contacts campus registrars so the certificate can be noted on the official transcript. Eligible students receive a certificate recognizing their achievement.

The application form and current list of approved Five College courses are available at *www.fivecolleges.edu/sites/marine/certificate*.

Advisors on each campus are:
Amherst College: Whitey Hagadorn, Ethan Temeles
Hampshire College: Charlene D'Avanzo, Steve Roof
Mount Holyoke College: Jill Bubier, Stan Rachootin, Al Werner
Smith College: H. Allen Curran, Paulette Peckol, L. David Smith
University of Massachusetts: Bruce Byers, Francis Juanes, Mark Leckie

Five College Certificate in Cognitive Neuroscience

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

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

The six areas of study are:

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

For further information, consult with one of the Mount Holyoke College advisors, Katherine Binder or Joseph Cohen, Department of Psychology and Education. A list of current Five College courses for each of the areas of study is available from the advisors.

Five College Certificate in Culture, Health, and Science

The program complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease, and healing through an interdisciplinary focus. Under the guidance of faculty advisors on each campus, students choose a sequence of courses available within the five campuses and identify an independent research project or internship that will count toward the certificate.

The certificate represents the following six areas of study critical to understanding health and disease from a biocultural perspective:

- Overviews of biocultural approaches: covering biocultural and comparative approaches to human health and disease.
- Mechanisms of disease transmission: mechanisms of health and disease growth and transmission within individuals and populations.
- Population, health, and disease: the relationships among social, behavioral, economic, and other aggregate population forces and human health and disease.
- Healers and treatment: the organization, interpretation, and function of healers and treatment.
- Ethics and philosophy: structures of knowledge about health and health care decision making, including ethical and philosophical foundations.
- Research design and analysis: concepts of evidence, data collection, research ethics, measurement, and/or analysis.

The program requires the following:

- Seven courses with a grade of B or better, with at least one course in each of the six categories. No course may be used to satisfy more than one category. At least four of the courses must be above the introductory level. Students are urged to begin with courses in Categories 1 and 2 and to take courses in Category 2 that will expose them to knowledge of health and disease processes at the level of the population as well as the individual or suborganism levels.
- Students must also complete an independent research project through an internship, thesis, Division III project, course project, independent study, or other activity acceptable to their local campus advisor. At the discretion of the campus advisor, courses from the student's major may count toward the certificate.

Certificate students are strongly urged to take at least four semesters—or the equivalent—of a second language. Such language training may be required for students seeking internships and summer research positions available through the program.

For further details, consult the Mount Holyoke College representatives: Jeffrey Knight, Department of Biological Sciences, and/or Lynn Morgan, Department of Sociology and Anthropology, or see *www.fivecolleges.edu/sites/chs/*.

Five College International Relations Certificate

This program offers students an opportunity to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations. The certificate program consists of a minimum of eight courses covering the following areas of study.

- Introductory world politics
- Global institutions or problems
- The international financial and commercial system
- A modern (post-1789) history course relevant to developing international systems
- Contemporary American foreign policy

- A contemporary foreign language up to a proficiency level of the second year of college
- Two courses on the politics, economy, and/or society of foreign areas; one must involve the study of a third-world country or region

A complete list of the Five College courses for each of the seven requirements is available from the advisors listed below, the registrar, and the Five College Center. The list is also available at *www.mtholyoke.edu/acad/intrel/5col/homepage.htm.*

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

For further information consult one of the following advisors or see *www.fivecolleges.edu/sites/international/.*

- Amherst College: William Taubman, Pavel Machala, Ronald Tiersky
- Hampshire College: Fred Weaver
- Mount Holyoke College: Vincent Ferraro, Kavita Khory, Jon Western
- Smith College: Steven Goldstein, Peter Rowe, Gregory White
- University of Massachusetts: Stephen Pelz, Eric Einhorn, Peter Haas, M. J. Peterson

Five College Certificate in Latin American Studies

Through this program, students have the opportunity to specialize in Latin American studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of the more than 80 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

The certificate program consists of an eight-course minimum, including the following:

- A broadly based introductory course providing an overview of the social and political history of Latin America (such as Latin American Studies 180/181 at Mount Holyoke)
- One course in the humanities (including courses on Latin American culture from the pre-Columbian period to the present such as art, art history, dance, film, folklore, literature, music, religion, and theater)
- One course in the social sciences (including anthropology, economics, geography, political science, and sociology) that offers substantial attention to Latin America or the Caribbean
- An interdisciplinary seminar normally taught by two or more faculty members representing two or more of the Five Colleges

At least three of the eight courses must be either taken at another of the Five Colleges or taught by a faculty member not of the student's own institution.

Students must complete the required courses with a grade of B or better. Students must also complete the equivalent of the fourth semester of an official (other than English) or indigenous language of Latin America.

There is at least one advisor on each campus for the Five College Certificate in Latin American Studies. At Mount Holyoke the advisor is the chair of the Latin American Studies Program. For further information see *www.fivecolleges.edu/sites/latinamericanstudies/*.

Five College Certificate in Logic

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

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

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

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

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

For further information see *www.fivecolleges.edu/sites/logic/* or consult a program advisor (Alexander George, philosophy, Amherst College; Dan Velleman, mathematics, Amherst College).

Five College Certificate in Middle Eastern Studies

This program provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic, and prospective professional needs in

conjunction with an advisor from their home institution. The program is administered by the Five College Committee for Middle Eastern Studies, which includes the program advisors from each campus. Students are encouraged to declare intentions and begin work with an advisor during the sophomore year. In addition to taking courses offered through each of the five institutions, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's advisor. Courses from outside the Five Colleges will be counted as contributing toward fulfillment of certificate requirements on the recommendation of the campus advisor and the approval of the committee. Students must receive a grade of B or better in every course counted toward the certificate. For further information, contact professor Sohail Hashmi or see *www.fivecolleges.edu/sites/middleeast/*.

Five College Certificate in Native American Indian Studies

The Five College Certificate in Native American Indian Studies provides students with the opportunity to acquire a knowledge and understanding of the development, growth, and interactions of the indigenous peoples and nations of the Western hemisphere. The program emphasizes the many long histories of Native American Indians as well as their contemporary lives and situations. A holistic and comparative interdisciplinary approach underlies the program's requirements, enabling students to become familiar with the diversity of indigenous lifeways, including cultural forms, institutions, political economies, and modes of self-expression. In addition to this broader perspective, the program places some emphasis on the Native peoples of the Northeast so that Five College students can become acquainted with the history, culture, and presence of indigenous peoples in this region.

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

- *Foundation courses.* Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native studies theories, pedagogies, and methodologies.
- *At least six additional courses.* A list of courses currently approved by the Five College NAIS Committee as counting toward the certificate is available at *www.fivecolleges.edu/sites/natam/certificate/*. The six additional courses must be selected from this list. (Courses not on this list may be approved for inclusion by campus program advisors in consultation with the Committee.)
- *Grades.* Students must receive a grade of B or higher in all seven courses to receive a certificate.

For further information consult one of the following advisors or see *www.fivecolleges.edu/sites/natam/*.

- Hampshire College: Katleen Brown-Perez (School of Natural Science)
- Smith College: Frédérique Apffel-Marglin (anthropology), Neal Salisbury (history)

- University of Massachusetts: Ron Welburn (English), Robert Paynter (anthropology), Jean S. Forward (anthropology)

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

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

The program requires the following:

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

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

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

For further information, contact professor Stephen Jones or see *www.fivecolleges.edu/sites/reees/*.

Other Degree and Certificate Programs

The Second Bachelor's Degree

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

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

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

Applications for admission should be sent to: The Second Bachelor's Degree Program, c/o The Frances Perkins Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts, 01075, or may be submitted by completing the inquiry form on the Frances Perkins Web site at *www.mtholyoke.edu/acad/programs/fp*.

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

The Postbaccalaureate Studies Program

The Postbaccalaureate Studies Program (PSP) is designed for individuals who have already earned a bachelor's degree from an accredited college and who now wish to pursue a coherent course of undergraduate study, ordinarily in an area different from the original undergraduate major.

The majority of postbaccalaureates plan to apply to medical school or other health programs such as public health, veterinary science, or dental science, though other areas of study are available.

Postbaccalaureates design programs suited to their field of interest with the help of a faculty advisor. To earn a Certificate of Achievement, postbaccalaureates must complete a minimum of 32 credits (no more than 8 of which may be independent work and no more than 4 of which may be transfer credits) within five years. Postbaccalaureates who plan to satisfy requirements for entrance to a graduate program may design an educational program that does not entail meeting the minimum credit requirements for the certificate.

Candidates must submit official SAT scores, high school and college transcripts, an autobiographical essay, a proposed plan of study, and two letters of recommendations. Applications for admission are accepted throughout the academic year, but the preferred deadline is March 1. Two entrance dates are available: September and late January. Students enrolling in the PSP are not eligible for financial aid from Mount Holyoke College but may qualify for federal student loans.

Candidates may obtain further information about postbaccalaureate studies by writing to The Postbaccalaureate Studies Program, c/o The Frances Perkins Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts, 01075, or by completing the inquiry form on the Frances Perkins Web site at *www.mtholyoke.edu/acad/programs/fp*.

Dual-Degree Programs

Mount Holyoke offers several dual-degree opportunities. For information about credit received at other institutions, see the Academic Regulations chapter. Students who pursue a dual degree automatically fulfill the College's "outside the major" requirement (see page 7).

Engineering

Mount Holyoke participates in the following dual-degree engineering programs, allowing students to earn two bachelors degrees in five years.

Thayer School of Engineering at Dartmouth College

Students who choose the Dartmouth program spend their junior year at Dartmouth College taking engineering courses. They return to Mount Holyoke for their senior year and earn their A.B. from Mount Holyoke. Following graduation, students spend an additional year at the Thayer School to be eligible to earn a bachelors of engineering (B.E.). Admission to the Thayer School is through the Twelve College Exchange.

California Institute of Technology (Caltech)

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

UMass 2-1-1-1 Program in Engineering

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

Ordinarily, the student will spend her junior year at UMass, registered in the appropriate engineering courses through Five College cross-registration. After her fourth year at Mount Holyoke, she will attend UMass for her fifth year. The program is administered by an advisory committee consisting of one member from each

participating MHC science department, including mathematics/statistics, as well as a similar committee at UMass, consisting of one member from each participating engineering department.

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

For more information about any of these engineering programs, contact Wei Chen (chemistry), Paul Dobosh (computer science), Shubha Tewari (physics), Thomas Millette (earth and environment), or Harriet Pollatsek (mathematics), or visit *www.mtholyoke.edu/acad/math/other/engineering/*.

Health Profession

UMass 2-1-1-1 Program in Public Health

Through this program, a Mount Holyoke student may pursue an accelerated M.S. degree in public health at the University of Massachusetts in the year following receipt of her A.B. from Mount Holyoke. Essentially, this program allows a student to complete a bachelor's and a master's degree in five years. The student and her family pay for four years at MHC, which covers the fifth year of tuition at UMass, assuming the student is in good standing.

Students can choose to focus their study in several disciplines. One focus combines an A.B. in environmental studies with an M.S. in environmental health sciences. Another focus combines a mathematics major or minor with a biostatistics M.S.

Ordinarily, the student will spend her junior year at UMass. By her sophomore year, she must have two advisors—one from Mount Holyoke in the Department of Mathematics and Statistics or the Department of Earth and Environment; the other from the UMass School of Public Health. After completing her Mount Holyoke A.B., she will spend her fifth year at UMass.

Requirements include:

- Successful completion of the junior year courses with B or better average in all UMass public health courses taken.
- Completed UMass Graduate School application by deadline for the fall semester following the senior year (e.g., application, personal statement, reference letters, transcript, etc.).
- GRE scores with a total of 1000 or more on verbal + quantitative and a verbal score of 475 or higher.
- Successful graduation from Mount Holyoke with an overall GPA of 2.75 or higher.

For the environmental health sciences program, the applicant must have completed two years of chemistry and one year each of physics, calculus, and biological sciences.

Contacts for the public health program are Janice Gifford (mathematics) and Steve Dunn (earth and environment).

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

This five-year cooperative degree program offers exceptional undergraduate students at selected institutions the opportunity to complete the requirements of both the bachelor's degree and the master of arts degree in Latin American Studies at Georgetown within a five-year period. Qualifed students should declare their interest in the cooperative degree program during their junior year and apply by May 1 of their senior year. Applicants should have demonstrated academic strength in Latin American content. For more information, contact Lowell Gudmundson at 413-538-2378.

Foreign Fellowship Program

Mount Holyoke awards 13 fellowships annually to international students who assist in a language department while studying for the Certificate for International Students. These awards are open to students who are native speakers of Chinese, Italian, or Spanish, who have completed at least one year of university study in their home country, and who expect to return home after completion of their studies in the United States. Foreign fellowships cover full tuition, room and board, and a stipend for six to eight hours of work per week as conversation assistants in the language department. Completed applications are due February 1 each year. For more information and application forms, contact the McCulloch Center for Global Initiatives at 413-538-2072.

International Guest Student Program

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

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

Certificate for International Students

Students from other countries who are enrolled in nondegree programs may select courses that will enable them to qualify for the Certificate for International Students. The program requires a minimum of one year in residence and a cumulative average of 2.0 for 20 credits of work.

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

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

Teacher Licensure Program

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

Mount Holyoke College Pass Rates of MTEL

Federal regulations require that results of state-mandated teacher tests be reported annually in college catalogues and in other published information pertaining to the teacher education programs. The results for Mount Holyoke College for 2005–2006 are as follows:

One hundred percent of the 16 2005–2006 program completers passed the reading and writing sections of the Massachusetts Test for Educator Licensure. One hundred percent of the 13 program completers who took the Foundations of Reading section of the Massachusetts Test for Educator Licensure passed. Pass rates are not reported for academic areas where there were less than ten students who took the test. Therefore, there are no individual reports for results for early childhood (5), general curriculum (8), mathematics 8-12 (1), French 5-12 (1), and Russian 5-12 (1). The aggregate score for the 16 students who took a total of 16 subject areas was 100 percent. The summary total and aggregate score for the 16 students who took both the basic skills and specific subject area tests was 100 percent.

The Master of Arts Degree in Psychology

Mount Holyoke confers the master of arts degree in psychology. A student who holds a bachelor of arts or the equivalent from any college or university of approved standing may apply for graduate work. Application is made directly to the department of study; there is no application fee. Information about admission and areas of current research can be obtained from the chair of the psychology department.

The majority of Mount Holyoke graduate students hold graduate assistantships during the academic year and assist the department in laboratory teaching.

The master of arts degree is usually completed in two years; it must be completed in no more than five years. Acceptance of part-time graduate students is at the discretion of the department.

Course Planning and Advising

Every graduate student has an individual adviser. The dean of the College is the academic dean for all graduate students.

Graduate students must prepare a proposed plan of study with their adviser and submit the plan-signed by the student and the adviser-to the department and to the Committee on Graduate Work before the last day to add a class in the beginning of the semester, usually the fall semester. Changes in that plan must be submitted to the department and to the Committee on Graduate Work as soon as possible.

The Committee on Graduate Work, consisting of the dean of the College, department chair, and department representative-approves thesis proposals and theses; adjudicates petitions for exceptions and waivers to the requirements; and reviews graduate requirements and procedures, forms, fees, and stipends.

The Master of Arts Thesis

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

Graduate Credit Requirements

A total of 28 credits at the graduate level is required for the master of arts. At least 16 of these credits must be taken as courses (not independent work) at the 300 to 400 level. Of the 16 credits required as course work the student must take at Mount Holyoke, she may take up to 8 credits at Amherst, Hampshire, or Smith Colleges, or at the University of Massachusetts. Upon recommendation of the major department, a

maximum of 8 credits may be transferred from other institutions. Students may take more than 28 credits, including more than 8 credits at any of the Five Colleges, but these credits will not count toward the 28 credits required for the degree. Graduate students may also take courses in January Term. Preliminary work at the undergraduate level may be required but does not count toward the degree.

Full-time graduate students working toward the master of arts usually take 8 credits each semester, including credits for independent work and thesis research, in addition to their teaching.

Part-time graduate students usually enroll in 4 to 6 credits each semester.

Foreign Language Requirement

Candidates for the master of arts are expected to demonstrate a reading knowledge of one foreign language. Language examinations, arranged separately by each department, should be taken at least six months before the granting of degrees; reexamination, if necessary, must be completed at least three months before the granting of degrees.

Examinations

Graduate students must complete any final examinations in all their courses. The examination required for the master of arts degree may cover both the thesis and graduate-level courses counted toward the degree; it may also include undergraduate work.

Academic and Career Advising

At Mount Holyoke, academic advising isn't just about fulfilling requirements, completing a major, or getting into a great graduate or professional school. And career advising isn't just about finding a great internship or job. At Mount Holyoke, academic and career advising go hand in hand.

Starting from their first year, students are encouraged to seek out ways to connect their academic interests to the world and their outside experiences to their academic studies. Course work can influence ideas about internships, and internships and summer jobs can open up ideas about academic interests. The College's hope is that students recognize the tremendous range of possibilities open to them and that they actively explore those possibilities.

Mount Holyoke students work with both faculty and the Career Development Center (CDC) to develop their academic and cocurricular plans.

Academic Advising

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

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

Career Advising and the Career Development Center

What knowledge, experiences, skills, and special qualities do you possess? How do you apply who you are to the decisions you make about what you want to do? The Career Development Center's mission is to help students answer these sorts of questions by developing personal clarity, confidence, and connections through a wide array of activities, including self-assessment, career and graduate school planning, internships, and job recruiting. The CDC's Web site provides invaluable career information at *www.mtholyoke.edu/offices/careers/main/homepage.htm.*

Prelaw Advising

Mount Holyoke's Career Development Center is an important resource for students interested in law school and careers in law. There's also a dedicated prelaw advisor at the CDC. Throughout the year, the CDC sponsors a variety of law-related events,

ranging from workshops about careers in law to how to select and apply to law schools.

Premedical and Prehealth Advising

The Committee on the Health Professions is an advisory group made up of science faculty and the CDC's prehealth advisor. Committee members are highly knowledgeable about the Mount Holyoke and Five College curricula, medical schools, and research/internship opportunities.

The chair of the committee holds several advisory meetings for first-year students to answer questions and assist in course selection. During their sophomore year, students are assigned to a committee member who will work closely with them for the next two years to plan an academic program that takes maximum advantage of the curriculum and prepares them to fulfill course requirements for admission to medical or other professional schools.

The CDC works with the Committee on Health Professions to assist students in preparing for careers in medicine. The CDC provides information and connections to assist students in finding internships in hospitals, research centers, and other health-related organizations.The CDC also provides workshops designed to assist students with various aspects of gaining admission to health professions schools.

All students who are applying to postgraduate programs in the health professions should formally declare their intentions to the committee no later than March 30 of the year in which they are planning to begin their application. Students declare their intent by completing a preapplication packet available online and at the CDC. This packet is intended to help optimize the student's efforts in completing an application that will be successful, and to aid the committee in supporting the student's application. Students who fail to submit a preapplication packet by the deadline may not receive the full support of the committee.

Engineering Advising

Students interested in pursuing a career in engineering should contact a member of the Committee on Engineering as soon as possible after arriving on campus. The College offers three dual-degree programs (see previous chapter for details). These programs all have a large number of required courses, so it is in a student's best interest to take both a math and a physics course in each of her first three semesters.

Graduate School Advising

Each year, approximately 25 percent of graduating seniors go directly to graduate or professional school. The remaining 75 percent, with few exceptions, join the labor force. Within five years of graduating, about 40 percent of graduates have matriculated in graduate or professional school.

Throughout the academic year, faculty advise students about graduate study in specific fields and about ways to meet graduate admission requirements. The Career Development Center library assists students in obtaining information about graduate

and professional programs across the country, and counselors advise students about preparing applications through workshops and individual appointments.

Advising for Scholarships and Fellowships

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

While demonstrating Mount Holyoke students' high abilities, the large number of awards also reflects the College's exceptional support system for students who apply. Students receive regular award updates and may attend workshops on how to locate and apply for awards. They can use the College's collection of up-to-date award directories—the most comprehensive in the Five College area. Students also receive office services, at no charge, which can mean the difference between meeting a deadline and not. Most important, the CDC has a dedicated fellowship coordinator who oversees the application process for awards that require official nomination and endorsement by the College.

Recruiting

The CDC facilitates five recruiting programs—on-campus, off-campus, Five College, résumé referral, and database/Web recruiting. Together, these five programs connect MHC students and alumnae to thousands of organizations offering strong employment opportunities. Approximately half of each graduating class participates in these programs. In addition, nonprofit job fairs, which bring together more than 150 organizations, are held each spring in New York City, Boston, Philadelphia/Washington, and locally in Amherst.

Mount Holyoke students and alumnae can take advantage of the Alumnae Association's online directory of alumnae, arranged by geographic area, profession, employer, and graduate or professional school. Approximately 18,000 Mount Holyoke alumnae have volunteered to give advice on career and graduate school opportunities.

For every Mount Holyoke student, the CDC creates a file containing references from faculty and previous employers. The CDC will mail these credentials to graduate schools and prospective employers upon request.

Academic Regulations

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

Registration and Class Attendance

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

Course Load and Credits

The normal program for undergraduates is 16 academic credits per semester. Students carrying fewer than 12 credits are considered part-time. Students are expected to accumulate 128 credits in eight semesters of work. Physical education units are not counted in this total. Students wishing to carry more than 20 or fewer than 12 credits in a semester must obtain approval from an academic dean. Credit is not awarded for a course in which a student is not formally registered or in which she is an auditor, even if she has done all the work.

Graduate Student Course Load

The normal program for graduate students is 8 academic credits each semester. With approval of the department, a student working on a graduate thesis is not required to enroll in courses but will have full-time status. The 28 graduate credits required for the degree must be completed within five years.

Nonmatriculated Students and Auditors

Qualified nonmatriculated students may register for courses with the approval of the registrar and specific instructors. Auditors must also have the permission of the specific instructors, though no record of the audited course will be maintained. Auditors may be assessed fees for beginning language courses, dance courses, physical education courses, and studio art courses. These fees are due at the time of registration.

Class Standing and Academic Deficiencies

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

At the end of each semester, the Academic Administrative Board reviews the records of all students who do not meet these credit standards: those who complete substantially fewer than normal credits in one or more semesters, those whose cumulative or semester grade averages fall below 2.00, or those who are already on academic probation. Students with academic deficiencies may be issued a warning, be placed on academic probation, be suspended for a semester or year, or be required to withdraw.

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

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

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

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

Advanced Placement Credit

A Mount Holyoke student who has received a grade of 4 or 5 on an Advanced Placement examination of the College Entrance Examination Board in a subject approved for credit by the appropriate College department shall receive 4 elective credits. Advanced Placement credits may not be used to fulfill distribution requirements.

Leave of Absence

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

Students wishing to take an academic leave should see the dean of international studies, who coordinates study abroad and study in the U.S. Academic leaves are

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

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

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

Five College Interchange Enrollment

Only students in good academic standing may enroll in a course at Amherst College, Hampshire College, Smith College, or the University of Massachusetts at Amherst through the Five College Interchange. Students in the first semester of their first year need permission from the dean of first-year studies to enroll. Normally, students may not register for more than two courses at any one institution and are limited to requesting a total of two courses in advance of the semester. Normally, only liberal arts courses will be approved. Online courses and continuing education courses at the University of Massachusetts are not permitted.

Normally, course credit is earned according to the value awarded by the host institution. Full credit courses at Hampshire College and the University of Massachusetts are awarded the equivalent value of similar courses at Mount Holyoke, typically four credits. Courses that involve labs will grant credit according to the value of equivalent Mount Holyoke courses.

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

Credit for Courses Taken Elsewhere (Transfer Credit)

Students who are granted an academic leave of absence to study at another accredited college or university in the U.S., or with an approved program abroad, may earn a full year (32 credit hours) or semester (16 credit hours) if they satisfactorily complete a standard full-time degree course load of liberal arts courses. Students should note that the definition of full-time may vary from one institution to another. Normally, a

full year's credits equal one-quarter of the total needed to graduate from an institution with a four-year undergraduate degree program. For institutions on the quarter system, quarter credits transfer as two-thirds of a semester's credit; a student may have to complete three quarters to earn a full year of Mount Holyoke College credit. Satisfactory completion means earning a grade of C- or better.

During her four years at Mount Holyoke, a student may earn a total of 8 credits during summer school at accredited institutions. (Students admitted as first-year spring entrants may earn as many as 8 additional summer school credits, provided the total of these credits and any transferred credits earned elsewhere in the fall semester before their entrance does not exceed 16.) Approval for specific courses must be obtained from the departments concerned, preferably in advance. Forms for obtaining such approvals are available at the registrar's Web site.

Students entering Mount Holyoke with transfer credit from other institutions are allowed up to 64 advanced-standing credits. In some cases, students must obtain departmental approval before credit will be awarded.

Liberal arts courses taken at an accredited postsecondary institution (college or university) during high school may be applied toward a Mount Holyoke degree, subject to the usual requirements for transferred work. An official transcript from the college or university must be sent for the course work to be evaluated. Correspondence courses, online courses, and internships will not be granted credit at Mount Holyoke.

Students should note that transfer work is evaluated on a credit-for-credit basis (that is, a 3-credit course will be awarded 3 credits at Mount Holyoke College). No grades are transferred or recorded; only the courses accepted and the total credits from another institution are recorded on a student's Mount Holyoke College record.

Prescheduled and Self-Scheduled Examinations

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

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

Honor Code: Academic Responsibility

Both students and faculty members assume a commitment to the academic community that implies teaching and learning in an open environment based on mutual trust, respect, and concern. All members of the community have the right to careful and constructive analysis of their work, and they have the responsibility to provide a serious response to the work of others.

Each member of the academic community has the right to benefit from its collective knowledge and resources as well as the responsibility to contribute to them. Plagiarism or other forms of scholarly misconduct can have no purpose or place in the academic life of the College. Each student is responsible for observing established procedures in the preparation of assignments and the writing of papers and examinations, and for submitting as one's own, only that work that she or he has originated. Each instructor is responsible for making clear what procedures are acceptable in the work of a course and for guiding students in those methods and standards of research relevant to the particular procedures to be followed in the preparation and writing of final examinations.

For information on the honor code, see the Campus Life and Facilities chapter.

Grading System

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

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

Other notations appearing on student records are IP (in progress) for a course continuing for more than one semester; I (incomplete) for courses in which an incomplete extension has been granted; and W (withdrawal from a course). Prior to fall 2007, DR (dropped) was noted for courses dropped after 15 days of classes; and W (withdrawn) was noted for withdrawals approved by the College.

Recognizing that any system of grading is a cryptic form of evaluation, the faculty (for the work within courses) interprets a grade on individual pieces of work with detailed commentary aimed at assisting the student in evaluating that work. Physical education courses do not earn academic credit; satisfactory completion is noted on the official record by S followed by the number of physical education units earned (S1, S2).

Ungraded Option

An ungraded option is available to all undergraduates for a total of four courses (or 16 credits, whichever is fewer) during their college career. The ungraded option may not be used for courses for distribution credit, to fulfill a language requirement, to fulfill the multicultural perspectives requirement, for courses counting toward the minor, or for any courses taken in the student's major field. Such courses will be given credit only (CR) if passed and no credit (NC) if failed, but neither notation will affect a student's grade point average. Only one ungraded course may be taken per semester. Sophomores, juniors, and seniors may request this option through the fifteenth day of classes in a semester; first-year students may request the option until the final day to withdraw from a course (the first 50 days of classes in each semester).

Grading System for Five College Courses

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

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

Incomplete Work

"Incomplete" indicates that a student did not complete all the work of a course by the end of the semester for reasons of health or emergency. Students must request the incomplete from the director of the health or counseling services or from an academic dean no later than the last day of the exam period. If the incomplete is authorized and is then approved by the instructor, the student will be given a date by which to complete the course work. If a student does not complete the course work by that date, the registrar will record a failure for the course unless the dean of the College grants an additional extension or the instructor has submitted a different grade factoring in the student's failure to complete the assigned work for the course.

Withdrawal from the College

A student wishing to withdraw from the College must see one of the academic deans and must notify the dean of the College in writing of an intention to withdraw. Any refund for the semester's tuition and board charges will be based on the date when the withdrawal has been approved by the dean's office. If still on campus, the student should file the withdrawal form with the dean's office; this form must be signed by representatives of the library and the comptroller's office and then must be returned to the dean's office. (For information on refunds, see the Tuition and Fees chapter.)

Readmission

A student who has withdrawn from the College and wishes to return should send a letter of application to the dean of the College. The deadlines are March 15 for September admission and December 1 for February admission. A nonrefundable $75 application fee is required.

Former students who wish to return to the College as Frances Perkins students must follow Frances Perkins application procedures and meet the March 1 deadline. Inquiries should be made directly to the Frances Perkins Program. A nonrefundable $75 application fee is required.

Privacy of Student Records

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

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

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

The Privacy Act gives Mount Holyoke College the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable directory information: name, class year, home address, and telephone number; College address and telephone number; major; dates of attendance at Mount Holyoke College; degrees, honors, and awards received; participation in officially recognized sports and activities; and previous educational institution most recently attended. An individual student may limit release of the above information for any given year by filing such a request with the registrar by July 1 of that year.

Fellowships for Mount Holyoke Alumnae and Graduating Seniors

Mount Holyoke offers a large number of fellowships to graduating seniors and outstanding alumnae who have received a Mount Holyoke degree. Application procedures and deadlines vary.

Mount Holyoke College Alumnae Fellowships

Mount Holyoke alumnae and graduating seniors are eligible for Mount Holyoke College Alumnae Fellowships. Multiple awards are given from these endowed funds. To request an application, contact the Alumnae Association fellowship coordinator at 413-538-2188 or *alumnaeassociation@mtholyoke.edu.*

Only one application form is required to apply to one or more of the following awards. *Application is due February 14.*

Mary E. Woolley Fellowship Awarded by the Alumnae Association to the most qualified applicant without limitation as to field of work, place of study, or year of graduation.

Bardwell Memorial Fellowship Awarded to graduates of not more than five years' standing, without limitation as to field of work or place of study.

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

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

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

Dr. Mary P. Dole Medical Fellowship Awarded for graduate study or research to alumnae, preferably those who hold the M.D. degree.

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

Graduate Fellowships Awarded by Departments

Art and Art History

Request applications from the senior administrative assistant. Applications are due March 20.

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

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

Biological Sciences

Submit a proposed plan of study and budget to the department chair, accompanied by an official transcript of graduate work, where applicable. If the applicant is not a recent Mount Holyoke graduate, a letter of recommendation from a current research advisor or employer is recommended. Applications are due March 15.

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

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

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

Economics

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

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

The Robert Robertson Fund for the study of health care will provide financial support for a Mount Holyoke alumna pursuing graduate studies of health issues. The graduate program should have a sizeable economic component.

English

Request applications from the administrative assistant in the English department office. Applications are due April 15.

English Department Graduate Fellowship for graduate study in English without limitation as to place of study. Awarded alternate years with the Joseph Bottkol Fellowship, which assists in the purchase of books. Last awarded in the spring of 2005, for use in 2005–2006.

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

History

Request applications from the department chair. Applications are due February 15.

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

International Relations, Law, and Politics

Submit a proposed plan of study to the chair of the politics department, accompanied by an official transcript of undergraduate and graduate work, where applicable, and two letters of recommendation by February 14. The fellowships are not restricted to students majoring in either politics or international relations.

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

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

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

Physics

Applications due by May 1 to department chair.

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

Psychology

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

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

Campus Life and Facilities

Campus Life

Located in the heart of New England in South Hadley, Massachusetts, Mount Holyoke is known for being both an intellectually serious and also extraordinarily welcoming place. For many students, this unusual combination of intensity and friendliness is one of the most compelling aspects of the Mount Holyoke experience.

Mount Holyoke students are known for participating energetically in a wide array of activities—both inside and outside of the classroom. There are more than 100 student organizations on campus, including a very active student government association, and hundreds of student organizations among the Five Colleges. For a complete listing of student organizations at Mount Holyoke, visit *www.mtholyoke.edu /offices/student-programs/org_lists/*.

The College's beautiful, 800-acre campus includes two lakes, wooded bridle trails, rolling lawns, forests, and wetlands. Three hundred thirty of these acres are an undeveloped nature preserve, which serves as an environmental classroom for students and faculty. The College is home to more than 40 academic buildings and residence halls, the nation's third largest equestrian center, and an 18-hole championship golf course. The main campus is an arboretum, with a diverse collection of trees and shrubs.

Mount Holyoke is part of the Five College Consortium in the Pioneer Valley, one of the most intellectually and culturally vibrant regions in the United States. Throughout the year, students can take advantage of concerts, films, theatre and dance productions, and museum exhibitions on campus and in the valley. New York City is just three hours away by car; Boston is 90 minutes.

The Mount Holyoke College Honor Code

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

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

While the honor code allows for a significant degree of individual freedom, it also relies on students to conduct themselves with maturity and concern for the welfare of other members of the College community.

The honor code plays a role in both academic and social life at the College. For example, it governs academic conduct with regard to all forms of plagiarism and cheating. It also governs Mount Holyoke's policy of self-scheduled examinations, which allows students to complete their final examinations at any time during the examination period.

Residential Life and the Residence Halls

Mount Holyoke is a residential college—approximately 98 percent of students live on campus. Many students say some of their most important learning experiences happen in the residence halls and through various activities on and around campus.

The College's 19 residence halls, with the exception of two, house students from all four classes. Each student room has direct Internet network connections. Each hall has its own laundry, television, sitting, and computer rooms and a dining room where breakfast is served. Nine residence halls around campus serve lunch and dinner. Vegetarian and vegan meals are available daily. A kosher/halal kitchen serves Jewish and Muslim students who choose to observe Islamic and Jewish dietary laws. All students are welcome.

Hall sizes vary, with capacities ranging from 40 to 140 students. For many students, diversity is one of the most exciting and eye-opening aspects of Mount Holyoke life. Throughout their time here, students live, study, and socialize with students from across the United States and nearly 70 countries, gaining exposure to different perspectives and points of view.

Ham Hall: An International House

Students with a special interest in foreign languages and culture may choose to live in Ham Hall, which houses students from all four classes. A language fellow lives on each floor; and weekly dinners offer students the opportunity to speak Chinese, French, German, Italian, Japanese, and Spanish. Ham Hall is often the location for special lectures and receptions. All students may participate in the language tables or events in Ham Hall.

Cultural Centers

Mount Holyoke's commitment to cultural diversity is reflected, in part, in its five cultural/community centers. The Asian Center for Empowerment (ACE) Intercultural Community Center serves the needs of the Asian and Asian American community and provides space for the International Students Club. The Betty Shabazz Cultural Center serves students of African descent, the Eliana Ortega Cultural Center serves the Latina community, and the Jeannette Marks House serves the lesbian/bisexual/transgendered community. These spaces, which are open to the entire community, are places where students socialize, cook, hold parties, and share their culture with the larger community. For more information about the cultural centers visit *www.mtholyoke.edu/cic/facils/cultural.shtml.* For hours and to schedule use of the centers, contact the Office of the Associate Dean of the College at 413-538-2550.

Physical Education, Athletics, and Recreation (Club Sports)

Mount Holyoke's extensive physical education and athletics program offers students a number of ways to make physical activity an integral part of their lives. There are 14 NCAA Division III varsity sports—basketball, crew, cross-country running, field hockey, golf, lacrosse, riding, soccer, squash, swimming and diving, tennis, track and field (indoor and outdoor), and volleyball; several club sports (including dressage, ice hockey, rugby, sailing, and water polo); and instruction in more than 35 other

activities, ranging from aquatics to West African dance. All aspects of the department's programs are enhanced by the College's impressive sports and dance facilities. For more information about athletics and physical education, visit *www.mtholyoke.edu/athletics/*.

Arts at Mount Holyoke

Students interested in the arts will find much to do at Mount Holyoke. The newly renovated Pratt Hall is alive with music during the school year. Musical ensembles, open to everyone (by audition), include chamber music ensembles (string, wind, piano, mixed), choral ensembles, flute choir, jazz ensembles, klezmer band, and the symphony orchestra. There's also a chamber orchestra, the Euridice Ensemble, that specializes in seventeenth- and eighteenth-century repertoire.

The College has a very active theatre arts department, producing four or five mainstage productions, as well as several projects designed and directed by students, each year.

Mount Holyoke's exceptional dance opportunities are dramatically increased by the College's participation in the Five College Dance Department, the second largest dance department in the country. In addition to a wide range of courses, Mount Holyoke and the other four colleges produce several dance productions every year. Most auditions are open to students from all five colleges.

A large number of student organizations focus on artistic activities, including creative writing, photography, singing, dance, and film. For a list of arts organizations at Mount Holyoke, visit *www.mtholyoke.edu/offices/student-programs/org_lists/*.

Religious and Spiritual Life

The Office of Religious and Spiritual Life serves nine different faith groups: Bahá'í, Buddhist, Catholic, Hindu, Jewish, Muslim, Pagan/Wiccan, Protestant, and Unitarian Universalist. There is also a recognized body of nondenominational seekers who define themselves as "postdenominational" or "multifaith." Four chaplains—Catholic, Jewish, Protestant, and Muslim—and a number of advisors respond to the pastoral and liturgical needs of the College's diverse community. All nine faith groups have a chaplain or religious advisor in addition to an active student leadership body. Each group is free to plan its own services, events, retreats, and community service projects and to initiate special offerings for the College community as a whole. Though the College has no formal religious affiliation, the breadth of religious life on campus is as varied and rich as the backgrounds of its students, faculty, and staff.

Weekly services are held for each of the religious traditions. Catholic and Protestant services take place in Abbey Chapel and the Abbey Interfaith Sanctuary every Sunday. Shabbat dinners are held on Friday night at the Wilder kosher/halal dining hall. On the first Friday of every month, students gather for a Shabbat service followed by a community Shabbat dinner at Eliot House. The Muslim prayer room is available to the Muslim community for daily prayers. Every Friday there is a Jumma gathering at Eliot House consisting of a halal lunch followed by Jumma prayer in the prayer room. Weekly gatherings for discussion, workshops, or prayer also occur within the Hindu, Unitarian Universalist, Pagan/Wiccan, and Bahá'í communities.

Eliot House, located in the middle of campus, serves as the center for religious and spiritual life. Believing that interfaith work enhances understanding of different faith groups and strengthens understanding of one's own beliefs, the Office of Religious and Spiritual Life offers a weekly Interfaith Prayer Lunch, organizes interfaith worship services, and supports an active Multifaith Council composed of three members of each faith group and three seekers. The offices of the chaplains and the dean of Religious and Spiritual Life, the Wa-Shin-An Japanese meditation garden and teahouse, the Muslim and Hindu Prayer rooms are located in Eliot House.

A kosher/halal kitchen and dining room, for Jewish and Muslim students who choose to observe Islamic and Jewish dietary laws, is located in Wilder Hall. It is one of the few college dining halls in the country to offer both halal and kosher meals. All students are welcome.

For more information about religious life, contact the Office of Religious Life at 413-538-2054 or visit *www.mtholyoke.edu/offices/religlife/index.shtml.*

Community Service

Mount Holyoke students can do volunteer work in nearby communities through the Mount Holyoke Community Service Volunteer Program. Students work with local service organizations dedicated to the care of children, elderly care, the environment, health/medical care, women, and literacy. Students may use the resources of the community service program to develop ideas for independent study or research. For more information about community service, visit *www.mtholyoke.edu/org/cause/* or contact Eliot House at 413-538-2054.

Health Services

The Mount Holyoke College Health Services include inpatient and outpatient medical and nursing services, counseling services, the Alcohol and Drug Awareness Project, and health education. All services are provided through offices located at the Pattie Groves Health Center, 4 Dunlap Place.

Confidentiality The confidentiality of all medical and counseling records is maintained in accordance with federal and state mandates. A written release of information, signed by the student, is required to release information to anyone outside of the College Health Services, including parents, other health care providers, and other departments within Mount Holyoke College. The only exception is to contact the Dean of the College and parents in the event of a life-threatening situation.

Health Center Fees and Insurance Massachusetts state law requires students to carry health insurance. Mount Holyoke recommends the Student Health Insurance Plan, offered through the College, which provides limited consultation, ancillary testing, medication, and inpatient services primarily for acute care conditions. This plan may not be adequate for students who have chronic medical conditions. For more information about health services, visit *www.mtholyoke.edu/offices/health/.*

Facilities

Mount Holyoke's extensive facilities include the following:

Blanchard Campus Center

The renovated and expanded Blanchard Campus Center is a meeting place for the entire Mount Holyoke community. Home to the campus store, student art gallery, campus information desk, mailroom, ticket box office, and student organization offices, Blanchard offers food and drinks at the Uncommon Grounds coffee bar and at a fully equipped café. Dances, intimate concerts, lectures, and shows are held in the main café area, and larger events take place in the adjoining 5,000-square-foot Great Room, which offers a two-story glass wall with views of Lower Lake.

Mount Holyoke College Library, Information, and Technology Services

Library, Information, and Technology Services (LITS) combines the expertise and services of Mount Holyoke's library, information, and computing groups. Although the work of LITS is woven throughout the campus, it is housed primarily in the Dwight, Williston, and Miles-Smith Buildings. These three buildings are physically connected and form the LITS complex.

The library's collection currently totals more than 740,000 volumes, including 1,600 periodical subscriptions. Beyond the print collections on the shelves the library has licensed access to more than 100 scholarly research databases as well as thousands of ebooks and ejournals. While known for overall strength, the collection has achieved notable depth in the following areas: medieval studies, biological sciences, chemistry, women's studies, international relations, and French and Italian literature.

The library is part of the Five College Consortium, which has a combined library catalog and access to a number of electronic sources. The combined collections provide access to more than eight million volumes. The libraries at Amherst, Hampshire, and Smith Colleges and the University of Massachusetts offer reference services and direct borrowing to all Mount Holyoke College students.

LITS houses an internationally known collection of archival records, manuscript collections, and rare books that are used by our undergraduate students as well as by scholars from all over the globe. Archives and Special Collections holds more than 9,000 linear feet of College records and manuscript collections as well as more than 11,000 rare books with primary strengths in the history of the College, women's history, women's education, early missionary activities and student history, Renaissance science, Italian literature, children's literature, and medieval history.

On the main floor of the library's Miles-Smith wing, the Information Commons contains more than 40 high-end computers arranged in clusters and a staffed information desk and Help Desk. Computer clusters are devoted to different functions, including group project work, individual workstations with standard office and instructional software, and quick checks of email and the library catalog via stand-up stations. Couches, tables, and comfortable seating are spread throughout the Information Commons.

In addition to the facilities in the LITS complex, there are specialized labs in Skinner Hall (economics), Clapp Laboratory (geology, geography, math), Kendade Hall (physics, computer science, biology), Carr Laboratory (chemistry), the Reese Building (psychology and education), Pratt Hall (music), and the Ciruti Center (languages). Numerous departmental computers, many with discipline-specific software/equipment, may be available to students who have special assignments. Computer clusters are also available in the residence halls, the Frances Perkins House, and the day student lounge.

The College network extends beyond the campus to the Five Colleges and to the world via the Internet. All of the residence halls are wired with individual outlets for every student. Wireless connections are available throughout the LITS complex, in a majority of residence halls, the Blanchard Campus Center, Kendade Hall, and various administrative buildings. Computer accounts used for email, Internet access, and network file storage are provided free of charge to all members of the College community. Please call or visit LITS for help finding or using any of our facilities or materials.

Mount Holyoke College Botanic Garden

The botanic garden supports the academic curriculum and maintains the landscape of the campus. The main campus is an arboretum with a diverse collection of trees and shrubs. Individual gardens feature perennials, alpine plants, and other wildflowers, as well as woody ornamentals. The botanic garden also includes the Talcott Greenhouse, a 6,500-square-foot complex used for teaching, research, ornamental display, and plant propagation. The greenhouse is open to the public free of charge.

Science Facilities

Mount Holyoke has a long, proud history of excellence and innovation in the sciences. Students benefit from hands-on work with sophisticated instrumentation often reserved for graduate students at other institutions. All departments have excellent laboratory facilities and equipment, including a solar greenhouse, a scanning electron microscope, several nuclear magnetic resonance spectrometers, thermal cyclers, ultracentrifuges, DNA sequencing equipment, an electrophoresis apparatus, an atomic force microscope, and a linear accelerator, unusual even in much larger institutions.

A massive, $36-million expansion and renovation has resulted in the new Mount Holyoke College Science Center, which has been designed to foster greater interaction between departments and to encourage new opportunities for collaborative research, pedagogical innovation, and curricular planning. The new science facility offers adjacent labs and offices, common spaces, and shared equipment for students and faculty with overlapping research interests. The College has made every effort to ensure that the Science Center has as little impact on the environment as possible. Kendade Hall, the multistory nexus of the Science Center, was designed and built to meet Leadership in Energy and Environmental Design (LEED) criteria for a "green building," as established by the United States Green Building Council (USGBC).

The Gorse Child Study Center

Mount Holyoke's child study center is the laboratory preschool of the Department of Psychology and Education. Gorse enrolls children between the ages of three and six. Equipped with observation booths, Gorse offers opportunities for psychology and education students to both observe and work directly with young children as they pursue research, independent study, and prepracticum placements.

Joan E. Ciruti Center for Foreign Languages

The Ciruti Center is a space where students can find foreign language DVDs, multistandard video players, and the latest Web technologies. Webcasting exchange programs regularly take place between students at MHC and foreign universities in Europe, South America, and Asia.

The Ellen and Thomas Reese Psychology and Education Building

This building is home to the Department of Psychology and Education. In addition to classrooms, lecture spaces, and faculty offices, it includes statistics and computer laboratories; a vivarium, which houses species of animals and fish; an education curriculum library; and a shop-complex where students learn to design and build their own apparatuses.

Pratt Hall—The Music Building

Pratt Hall contains teaching studios and classrooms; music and recording libraries; 14 practice rooms, 11 of which have pianos; an outstanding keyboard lab and computer lab devoted to musical applications; and two rehearsal and performance halls—Pratt Auditorium, which seats 400, and the Warbeke Room, which seats 75 and houses a recently acquired Bösendorfer grand piano. The College also owns a Fisk and Kaiser forte piano in late eighteenth-century Viennese style. Two fine organs—a handcrafted Fisk tracker-action instrument built in baroque style and an E. M. Skinner from the early twentieth century—are housed in Abbey Chapel. The newest addition to Pratt is the new high-tech "V-Room," a virtual practice room that is able to simulate the acoustics of nine different settings, ranging from a church to a large arena.

Alice Withington Rooke Theatre

The Rooke Theatre is equipped for instruction in every aspect of play production. The mainstage theatre is an intimate 192-seat facility, with excellent acoustics, sight lines, and state-of-the-art technical systems (lighting, sound, scenic machinery). The backstage shop is well equipped for wood and steel construction. The basement Black Box is a flexible space adaptable to experimental productions, with varied seating capacity of approximately 50.

Mount Holyoke College Art Museum

The Mount Holyoke College Art Museum is among the nation's leading collegiate art museums. Its comprehensive permanent collection, encompassing works from antiquity to the present, can support every art history course with actual art objects.

The museum also offers students a variety of work/study and internship opportunities. The Society of Art Goddesses is a popular student group that plans student-centered events such as behind-the-scenes exhibition tours and art careers panels.

Dedicated to providing firsthand experience with works of significant aesthetic and cultural value, the museum also develops exhibitions that provide enjoyment, stimulate inquisitive looking, and encourage understanding of the artistic achievements represented by a diversity of cultures. Imaginative exhibitions are accompanied by lectures, gallery talks, demonstrations, symposia, and concerts. Many exhibitions travel nationally and receive significant attention from the media.

Among the more than 14,000 objects are important American paintings by George Inness, Albert Bierstadt, and others; Egyptian, Greek, and Roman antiquities, including select vases and a second-century Roman portrait bust of Faustina the Elder; art from China, Japan, India, and Southeast Asia; and a distinguished collection of Italian medieval and Renaissance paintings and sculpture. The museum's print room houses thousands of prints, drawings, photographs, and other works on paper. It also serves as a gallery for smaller changing exhibitions. For more information, visit *www.mtholyoke.edu/go/artmuseum*.

Center for the Environment

Located in the Talcott Greenhouse, the Center for the Environment is dedicated to engaging MHC students more actively in the scientific, social/human, and global dimensions of environmental study. See the Special Programs and Resources chapter for more information.

McCulloch Center for Global Initiatives

Founded in 2004, the McCulloch Center for Global Initiatives unites Mount Holyoke's wealth of international programs and people and advances a coherent vision for education for global competence and citizenship. See the Special Programs and Resources chapter for more information.

Weissman Center for Leadership and the Liberal Arts

See the Special Programs and Resources chapter for more information about the Weissman Center and its affiliate programs: the Speaking, Arguing, and Writing Program and community-based learning and case method courses.

Kendall Sports and Dance Complex

Kendall Sports and Dance Complex and the nearby athletic fields and tennis courts provide space and equipment for a full range of outdoor and indoor sports and for informal recreation.

Kendall's facilities include six indoor and 12 outdoor tennis courts; two basketball and two volleyball courts; five squash and two racquetball courts; six grass playing fields; a 200-meter indoor track; a six-lane, 400-meter outdoor track; a performing dance studio with adjoining studio; and a weight-training room equipped with Cybex

strength equipment, free-weight systems, Lifecycles, Stairmasters, Lifesteps, and NordicTracks. The natatorium features an eight-lane, 25-meter pool with a separate diving pool.

In 2007, work began on a $10 million renovation of the College's athletic facilities. A new outdoor synthetic multipurpose turf field with lights, surrounded by an eight-lane track with a nine-lane straightaway, will be constructed. Renovations to the Kendall Sports and Dance Complex include new dance studios and a state-of-the-art fitness facility.

Equestrian Center

The Mount Holyoke College Equestrian Center is widely considered one of the nation's finest riding facilities. The center features a 60-stall barn with three wash stalls and heated tack rooms, two indoor arenas (100' x 256' and 75' x 130'), two outdoor arenas, a permanent all-weather, standard-size Fibar dressage arena, and a cross-country course. Bridle paths showcase lake views, stream crossings, wide open fields, and scenic forest settings. Special events such as hunter/jumper shows, dressage shows, and clinics are hosted by the center year-round. For more information, visit the Equestrian Center Web site at *www.mtholyoke.edu/go/equest.*

Eighteen-Hole Championship Golf Course

The Orchards, Mount Holyoke's 18-hole championship golf course, was designed by the legendary Donald Ross. Famous across the Northeast for its course design, The Orchards was the site of the 2004 U.S. Women's Open. The course is located within walking distance of Kendall Sports and Dance Complex.

Career Development Center

See the Academic and Career Advising chapter to learn about Mount Holyoke's Career Development Center, which is recognized as one of the most comprehensive undergraduate career facilities in the nation.

John Payson Williston Observatory

Originally built in 1881 and frequently upgraded over the years, the observatory is the oldest academic building on campus and remains a state-of-the-art teaching facility. The original eight-inch Alvan Clark refractor is regularly used for visual observations; a modern 24-inch Ritchey-Chretien reflector is equipped for photometric observations with a million-pixel CCD array; and an elevated observing platform is equipped with two fully computer-controlled "robotic" telescopes.

Wa-Shin-An, Japanese Meditation Garden and Teahouse

Wa-Shin-An (which means "peace," "mind," and "house") is located in Eliot House. The garden was designed by landscape artist Osamu Shimiqu, and the teahouse was built by architect Teruo Hara. Tours are provided by student guides (*kagi*) daily, and tea ceremonies are generally held every week. Meditation instruction is also offered, and private tea lessons may be arranged on an individual basis with the Wa-Shin-An tea mistress and consultant.

Undergraduate Admission

Mount Holyoke College is looking for intellectually curious, motivated students who understand the value of a liberal arts education and who are fired by a love of learning. Students who choose Mount Holyoke tend to demonstrate a high level of maturity and independence. They're not afraid of being serious about their work and themselves. They also tend to want more—deeper understanding, greater challenges, greater growth—and they tend to be doers who act on their interests and who are active in their communities.

The College believes in the educational, social, and ethical value of diversity and actively recruits students from secondary schools who have different interests and talents and who come from a wide spectrum of ethnic, geographic, and economic backgrounds.

Undergraduate Admission

The Admission Process—Who Gets In?

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

Standardized Testing: Optional

Students are welcome to submit Scholastic Aptitude Test (SAT) and ACT scores. However, beginning with the class entering in the fall of 2001, Mount Holyoke has made it optional for applicants to submit SAT scores—as well as scores from other standardized tests such as the ACT—for admission to the College.

The SAT-optional policy is in keeping with the culture and values of this institution. Mount Holyoke takes an individualized, holistic approach both toward education and the admission process. Because standardized testing does not measure the full range of intellectual and motivational qualities that our educational environment requires, the College has deemphasized its role in our admission decisions.

Application Requirements

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

- Application fee ($60, waived if you apply online)
- Parent/Peer Evaluation optional

Application Plans

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

Preparing for Mount Holyoke

To gain admission to Mount Holyoke, it is important to have a strong academic foundation. The College seeks students who have consistently challenged themselves by taking honors and Advanced Placement (AP) courses, or their equivalent, whenever possible. A strong academic program would include the following. *Please note that this program is preferred, not required.*

- *English*—four years of English with significant emphasis on writing, continued through senior year
- *Mathematics*—at least three years of college preparatory mathematics, preferably continued through senior year
- *Foreign Language*—three years of a foreign language, preferably continued through senior year
- *Laboratory Science*—three years of laboratory science above the freshman-year level
- *History*—two years of history, including American history
- *Arts*—one year of study in music or art
- *Electives*—at least one year of elective academic subjects

Transfer Credit

Advanced Placement Credit: Mount Holyoke grants 4 credits for scores of 4 or 5 on College Board Advanced Placement examinations. See the Academic Regulations chapter for more information.

IB Diploma: Commonly, 32 credits are awarded for the IB diploma, earned with 36 or more points. If full diploma is not earned, or is earned with a score of less than 36, we will award 8 points per higher-level exam completed with a score of 6 or 7. We will award no credit for standard-level exams in this case.

A-Levels: Twenty-four credits are commonly awarded for students completing three GCE A-level exams with a score of C or above. If three exams are not completed with this score, we will grant 8 credits for each individual A-level exam earned with a score of A, B, or C. Accounting and other non-liberal arts courses may receive 4 credits with a grade of A–C; we will not grant credit for more than one of these exams. No credit will be awarded for AS exams or for the General Paper.

French Baccalaureate: Up to 16 credits are awarded for receipt of this degree.

German Abitur: Up to 16 credits are awarded for receipt of this degree.

Home Schooling

Mount Holyoke welcomes applications from students who have been schooled at home. To facilitate the application process, the College advises home-schooled candidates to contact the admission office early in the process. In addition to completing the Mount Holyoke application forms, candidates must submit an outline of topics covered during high school, as well as two letters of recommendation that speak to the candidate's academic and personal qualifications. Applicants are also required to take the ACT or three SAT subject tests.

Application Plans

Early Decision

Early Decision is for students who have made Mount Holyoke their first choice. Students who apply Early Decision may apply to other colleges, but may not apply Early Decision to any other college.

There are two rounds of Early Decision. The deadline for Early Decision I is November 15, with notification by January 1. The deadline for Early Decision II is January 1, with notification by February 1.

Students who are admitted through Early Decision must withdraw all other applications.

Transfer Applicants

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

- Transfer Common Application and Mount Holyoke Common Application Supplement for Transfer Students
- College official's report
- Academic progress report
- Secondary school report
- High school transcripts
- College transcripts
- Writing samples
- TOEFL score (if applicable)
- $60 application fee (waived if you apply online)

International Applicants

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

International applicants must follow the same admission procedures as U.S. applicants. The Test of English as a Foreign Language (TOEFL) is required of students for whom English is not a primary language.

Interviews

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

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

The admission office is open Monday through Friday from 9 AM to 5 PM and on many Saturdays throughout the year. Fridays, Saturdays, Mondays, and school holidays are especially busy, and students seeking interviews on those days should call as far in advance as possible.

The Frances Perkins Program

The Frances Perkins Program is designed for women over 24 years of age who have interrupted their undergraduate study and wish to continue and complete a bachelor of arts degree. Younger students who are married or have children may also apply to the Frances Perkins Program.

The program is named in honor of one of Mount Holyoke College's most extraordinary alumnae, Frances Perkins '02, who was the first woman appointed to a presidential cabinet. As secretary of labor during the administrations of Franklin D. Roosevelt, she initiated legislation that changed the lives of all Americans: the minimum wage, Social Security, unemployment insurance, child labor laws, public works, and federal aid for employment.

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

Applying to the Frances Perkins Program

The admission process for Frances Perkins scholars is similar to that of traditional-age students, with appropriate allowance for the special circumstances of the nontraditional student. Applicants seeking financial aid must complete the Frances Perkins financial aid form and the FAFSA by March 1. The admission application deadline is March 1 for September enrollment. Those applying for admission without financial aid are urged to meet the same deadline, but may submit completed applications until June 1 for September enrollment. Applications for January entrance will be considered on December 1.

Candidates may obtain further information about undergraduate studies through this program by writing to The Frances Perkins Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts 01075 or by completing the inquiry form on the Frances Perkins Web site at *www.mtholyoke.edu/acad/programs/fp*.

Readmission

For information on readmission, see the Academic Regulations chapter.

Graduate Admission

Mount Holyoke enrolls several graduate students each year; the majority hold graduate assistantships during the academic year and assist the department in laboratory teaching as well as study. Information about admission procedures and areas of current research can be obtained from the chair of the department offering graduate work. A student who holds a bachelor of arts or the equivalent from any college or university of approved standing may apply for graduate work. Application is made directly to the department of study; there is no application fee. Currently, the Department of Psychology and Education accepts graduate students for the master of arts degree.

The master of arts can usually be completed in two years, but it must be completed in no more than five years. Acceptance of part-time graduate students is at the discretion of the department.

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

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

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

Graduate Credits Required

Full-time graduate students working toward the master of arts usually take 8 credits each semester, including credits for independent work and thesis research, in addition to their teaching. Part-time graduate students usually enroll in 4 to 6 credits each semester. A total of 28 credits at the graduate level is required for the master of arts. At least 16 of these credits must be taken as courses (not independent work) at the

300 to 400 level. Of the 16 credits required as course work the student must take at Mount Holyoke, she may take up to 8 credits at Amherst, Hampshire, or Smith Colleges, or at the University of Massachusetts. Upon recommendation of the major department, a maximum of 8 credits may be transferred from other institutions. Students may take more than 28 credits, including more than 8 credits at any of the Five Colleges, but these credits will not count toward the 28 credits required for the degree. Graduate students may also take courses in January Term. Preliminary work at the undergraduate level may be required but does not count toward the degree.

Examinations

Every candidate for the master of arts is expected to demonstrate a reading knowledge of one foreign language. Language examinations, arranged separately by each department, should be taken at least six months before the granting of degrees; reexamination, if necessary, must be completed at least three months before the granting of degrees.

Graduate students must complete any final examinations in all their courses. The examination required for the master of arts degree may cover both the thesis and courses of graduate level counted toward the degree; it may also include the undergraduate work.

Cooperative Ph.D.

A cooperative doctoral program is offered by Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in astronomy, biological sciences, chemistry, geology, and physics. The degree is awarded by the University of Massachusetts in cooperation with the institution in which the student does research. Information about specific areas of research can be obtained from the chair of the appropriate department at Mount Holyoke College. General information and application materials are available from the dean of the graduate school at the University of Massachusetts. All applications must be made directly to the University of Massachusetts.

Graduate Assistantships

Mount Holyoke College offers assistantships to graduates of approved colleges. Completed applications must be received by February 15 unless otherwise indicated. Further information may be obtained from the Committee on Graduate Work.

Graduate Assistantships Graduate assistants, who receive a stipend of $11,000 plus remission of tuition, devote 20 hours a week to assisting in the department in which they are studying.

Tuition Assistantships Tuition assistantships offer remission of tuition. Tuition assistants work an average of ten hours a week in the department in which they are studying.

Tuition and Fees

The fees paid by undergraduates never cover the full cost of a Mount Holyoke College education, which is borne partly through income from endowment and current gifts. Even though the College makes every effort to control expenses, students at Mount Holyoke, as at all other colleges, should recognize the likelihood of a rise in fees.

The fixed charges for 2007–2008 follow.

Undergraduate Tuition	$35,760
Graduate Tuition (per credit hour)	$1,120
Room	$5,150
Board	$5,370
Student Government Association Fee	$180
Student Health Insurance	$1,730

Undergraduate students are expected to live in residence halls unless they reside with family members. Room and board charges include three meals a day, seven days a week, except during vacations. No optional meal plans are available. All resident undergraduates are expected to pay full room and board.

Undergraduate residential students are billed the full tuition rate regardless of the number of credits taken. Only students living off campus and approved by the dean of the College in advance of the start of classes to carry less than 12 credits may be considered part-time. Part-time students and those taking summer courses directed by Mount Holyoke faculty pay $1,120 per credit. Work supervised by Mount Holyoke faculty, but taken while a student is not in residence, will be charged by the credit. Alumnae and local residents may audit courses with the permission of the instructor and the registrar. For lecture courses, audits are without charge. For studio art courses, the cost is $1,120 in addition to a studio fee. There is a $100 fee for auditing any beginning language course, physical education course, or dance course. Science laboratory courses may not be audited.

The Student Government Association (SGA) fee of $180 is required of all students. The SGA established the fee and determines the distribution of the funds. This fee supports student organizations such as the weekly newspaper, yearbook, campus radio station, various clubs, and Five College buses.

Massachusetts law requires that all students have adequate health insurance coverage. In July all regular full-time students will be billed for health insurance for one calendar year, August 15, 2007 through August 14, 2008. A booklet explaining the plan and information about waiving the fee will be included. Before September 14, 2007, students may waive coverage and the fee with proof of comparable coverage in another plan. *All international students are required to carry the Mount Holyoke College Student Health Insurance Plan.*

Other Fees

Graduate Fees

Graduate students who have completed the course work required for the degree, but not the thesis, and who are in residence or commuting to use the library and laboratories, must pay a continuation fee of $1,120 per semester. Students who are completing the thesis away from campus, must pay a record maintenance fee of $50 per semester.

Music

Students will be charged the following fees for individual performance studies: $600 per semester for weekly, individual 50-minute lessons, and $360 per semester for weekly 30-minute lessons. No fees are charged for any performance studies for declared music majors and minors who have declared by the tenth day of the semester. Bills for each semester are payable at the beginning of the semester. Students are counseled to plan their semester loads carefully. *No refunds of music lesson fees will be made after ten academic days from the beginning of the semester.*

Riding

The Equestrian Center and its instructors are licensed by the Commonwealth of Massachusetts. Under Massachusetts law, "an Equine Professional is not liable for an injury to, or death of, a participant in equine activities resulting from the inherent risk of equine activities, pursuant to section 2D of Chapter 128 of the General Laws."

All riders must wear properly fitting headgear passing or surpassing current applicable ASTM/SEI standards with harness secured when mounted. With the exception of beginner classes, all riders must have the following riding attire to participate in riding classes: approved helmet, riding breeches, and correct footwear. Correct footwear includes: paddock boots with half chaps or tall riding boots. Full chaps and paddock boots are allowed during cold weather. No tank tops.

All riders must be prepared to allow approximately one half-hour before and after each class to properly groom, tack, and cool out their horse.

The fee for standard group riding lessons is $550 per semester (two lessons per week for ten weeks for a total of 20 lessons per semester). Each lesson is 50 minutes.

Beginner (051) classes are for 13 weeks for a total of 13 lessons (one hour and 40 minutes per lesson); the fee is $550. Intermediate dressage sections 352-03 and 352-04 will be one 50-minute lesson per week for ten weeks for a total of ten classes at $350.

Private instruction for physical education credit is available for $700 per semester for ten 45-minute lessons meeting once a week.

Semiprivate instruction for physical education credit is available for $500 per semester for ten 50-minute lessons once a week; limited to two or three students per class.

Noncredit instruction is available at a cost of $70 per 45-minute lesson for private instruction and $50 per 45-minute lesson for semiprivate instruction. Arrangements for both private and semiprivate noncredit instruction are to be made with the instructor.

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

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

The cost of boarding a horse at the Equestrian Center is $675 per month, payable monthly. For an application form and further boarding information, contact Paula Pierce, director, at *ppierce@mtholyoke.edu*. Space is limited.

Golf

Mount Holyoke College's golf course is an 18-hole championship layout course designed by the legendary Donald Ross. The instructor is a PGA professional. Two lessons per week and equipment cost $25 per semester; this fee includes play of the course. There are green fees and special student rates on weekdays. The College golf team invites skilled golfers to join as team candidates. The Lyons play spring and fall and are a very competitive team in the Northeast.

Other Physical Education Fees

Beginning Scuba Diving—$225 in addition to $75 for open water certification. Self-defense for Women—$25 per six-week session. Golf—$ 25 per semester. Tai Chi—$25 per six-week session. Fencing—$25 per six-week session. Pilates—$25 per six-week session. Yoga—$25 per six-week session. Lifeguard Training, Water Safety Instructor, and Responding to Emergencies/Community CPR—fees to be determined annually by the American Red Cross. There will be no refund for withdrawal from classes after the second class meeting.

Studio Art

The following studio art (ARTST) courses have a studio fee of $50: 200, 220, 237, 246, 247, 248, 256, 257, 280, 295, 390, 395, 399. The following courses *do not* have a fee: ARTST 120. The auditing fee for studio art courses is $1,120 per course in addition to any applicable studio fee.

Transcripts

The registrar will issue an official transcript, on receipt of a signed request, for students who need certification of their credits and grades for a prepaid fee of $4 per transcript. For students who are financially indebted to the College, official transcripts will not be issued until satisfactory arrangements for payment have been made with the Office of Student Financial Services. See the *Student Handbook* for additional information.

Timetable for Payments for 2007–2008

Enrollment deposit from all entering students (fall 2007): $300

This nonrefundable deposit is due on February 15, 2007 from students entering under the Early Decision Plan and from all other new students on May 1, 2007.

Upon enrollment, students who have paid an enrollment deposit will receive a credit of the same amount on their first semester bill.

Fall semester fees are due and must be received by July 31, 2007.

Spring semester fees are due and must be received by December 31, 2007.

Checks should be made payable to Mount Holyoke College and mailed to Student Financial Services.

Payment may be made by an electronic transfer of funds through your bank. Instructions for wire transfer are posted on the Web at *www.mtholyoke.edu/go/sfs*.

A late payment fee of $100 will be assessed on accounts not paid by the semester due date. Protested checks will incur a fee of $30.

Terms of Payment

As the chief beneficiary of a Mount Holyoke education, and in compliance with federal regulations, the student herself is responsible for the charges on her bill. Monthly bills will be sent directly to the student either at her home address or on campus, depending on the time of year. Students should be sure to share bills and billing information with parents or sponsors who are assisting them with their educational costs. Students may view charges and credits for the academic year from ISIS by choosing Account Activity and a date range.

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

Payment Plans

Monthly Payment Plan

Tuition, room, and board costs, less scholarship and loan aid, may be contracted to be paid in ten installments starting on June 1 or nine installments starting on July 1. There is no interest charge. A nonrefundable application fee of $55 is required with the application.TuitionPay is administered by Sallie Mae for Mount Holyoke College.

Tuition Prepayment Option

The College offers a family the opportunity to prepay the tuition only for the student's remaining years at the current rate and avoid any future tuition increases. All or part of the Tuition Prepayment Option may be financed by a long-term loan offered through the Massachusetts Educational Financing Authority (MEFA). Full payment must be made, or the Tuition Prepayment Option loan approved, on or before the regular fall tuition due date (July 31, 2007, for the 2007–2008 academic year).

Loan Plans

Families of all income levels often need assistance in planning an investment as important as a college education. Mount Holyoke has several financing options to help manage Mount Holyoke expenses. If you have questions about any of these options, please call Student Financial Services or visit the Web site.

Federal Direct PLUS Loan

The Federal Direct PLUS loan is a non-need-based, low-interest, federally guaranteed education loan for families of all income levels. Eligibility is limited to those families without an adverse credit history. Families may borrow up to the total cost of education less financial aid. Repayment begins 60 days after disbursement and can extend up to 30 years.

The interest rate on new PLUS loans is fixed at 7.9 percent for 2007–2008. An origination fee of 4 percent of the loan principal will be deducted proportionately from each loan disbursement. There are three repayment options. Additional information may be found at the Web site.

MEFA Loan

The MEFA loan, funded by the Massachusetts Educational Financing Authority (MEFA), allows students and their families to borrow a minimum of $2,000, up to the full cost of education less financial aid, at more than 70 participating Massachusetts colleges and universities. Residents of all states are eligible to apply.

Families considering a MEFA loan should visit the MEFA Web site at *www.mefa.org/mtholyoke*.

Alternative Student Loans

Students have the option of applying for an alternative student loan. These are non-need-based loans offered by various commercial lenders that have higher interest rates than need-based student loans. Lenders may charge an origination fee and often require a cosigner. Repayment terms vary, usually depending on the amount borrowed. The College must certify alternative student loans; the maximum amount of loan that the College will certify is the cost of education minus any financial aid.

The alternative student loan industry can be volatile. The College recommends that students only consider this option when all other funding options are exhausted. Additional information is available at *www.mtholyoke.edu/go/sfs/*.

Refund Policy

Students who withdraw or take a leave of absence will be refunded per the schedule outlined below. It is important to note that the official withdrawal date for a student is established by the date that the registrar receives written notice of her intent to withdraw. Please refer to the section regarding withdrawal procedures in this catalogue for more information.

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

Tuition
Week 1–3 75%
Week 4–6 50%
Week 7–9 25%

Board
Week 1–3 60%
Week 4–6 40%
Week 7–9 20%

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

Tuition charges will be increased or decreased accordingly during the add/drop period of each semester (until the end of the fifteenth day of classes). No tuition adjustments will be made for classes dropped after the fifteenth day of classes unless the student withdraws completely or takes a leave of absence from the College. State and/or federal aid will be adjusted at that time for students going from full to part-time status. Any credits dropped after the fifteenth day of classes each semester will be counted, for financial aid purposes, toward the 128 attempted credit maximum for transfers and Frances Perkins Scholars. For more information, please refer to the financial aid section of this catalogue.

Title IV Financial Aid Refund (Federal Funds only)

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

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

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

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

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

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

State Grant Refund Policy

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

Institutional Refund Policy

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

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

Tuition Insurance

The College offers families the opportunity to participate in the Tuition Refund Plan, an insurance program offered by AWG Dewar, Inc. This plan complements and extends Mount Holyoke's current refund policy by providing plan participants with a complete refund of the College's comprehensive fee if an insured student is forced to withdraw from the College due to personal injury or accident. For more information, visit the SFS Web site.

Financial Aid

At Mount Holyoke, we believe a college education is one of the most important investments a student will ever make. The College is prepared to assist students and their families in managing the cost of a Mount Holyoke education. While the College expects families to assume the primary responsibility for paying for their daughter's education to the level of their maximum capacity, Mount Holyoke has a substantial commitment to providing financial aid to those students who demonstrate financial need.

Students should know that Student Financial Services is an important resource for families, whether or not they qualify for financial aid. The College participates in a number of parent financing plans and offers a monthly payment plan and tuition prepayment option (see previous chapter).

Student Financial Services is dedicated to working as a partner with families to help them develop a financing plan that best suits their individual family circumstances.

Costs and the Student Budget

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

2007–2008 budget:

Tuition	$35,760
Room and board	$10,520
Activities fee	$180
Books/personal expenses	$1,900
Total	$48,360

Financial aid eligibility is the difference between the student budget (tuition, room and board, fees, books, and personal expenses) and the determined family contribution, which includes parent and student contributions. A student is eligible for financial aid if the determined family contribution is less than the student budget.

The Family Contribution

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

When calculating the parental contribution, the College considers such factors as total parent income (including untaxed and taxable income), assets, number of dependents in the household, and number of dependent children attending undergraduate college. Siblings attending graduate school or parents attending college are not considered in determining the family contribution.

The student contribution is determined by an assessment of student income and assets, including trusts. A minimum student contribution from summer earnings is

expected from each student. For dependent students, this contribution ranges from $1,600 to $2,150 depending on the student's year in college.

Divorced or Separated Parents

While Mount Holyoke will consider special circumstances, we consider a student's natural or adoptive parents—regardless of separation, divorce, or willingness to contribute—to be primarily responsible for paying for their daughter's education. When determining eligibility for institutional assistance, the College considers financial information from both parents and their current spouses, if they are remarried.

The Family Contribution from Year to Year

Following federal and College policy, a domestic student must reapply for financial aid each year. If the family situation does not change, the determined family contribution will remain fairly consistent from year to year. When changes occur—e.g., changes in family income, assets, and number of dependents supported or number of dependent children attending undergraduate institutions—the family contribution will be increased or decreased accordingly.

Requests for Additional Aid

Student Financial Services will accept requests for reconsideration of a family contribution under limited circumstances. These circumstances include financial support of an elderly parent, unreimbursed medical expenses, or long-term loss of employment. (We will consider loss of employment that occurs in the year that the student is applying for aid during the second semester of that academic year.)

We are unable to consider requests for reconsideration of the family contribution due to circumstances such as cash flow problems or business or consumer debt. Requests for reconsideration must be accompanied by documentation. The Request for Reconsideration form may be found at *www.mtholyoke.edu/go/sfs*. While an increase in aid cannot be guaranteed, we make every effort to assess the situation as fairly as possible.

Applying for Financial Aid

Students who desire consideration for institutional need-based grant aid in the first year at Mount Holyoke must indicate their plan to apply for financial aid with their admission application. No consideration for institutional aid will be given after admission decisions are mailed. If a student declares her intent to apply for aid after a decision has been rendered, her application will be processed for *federal* aid eligibility only. Students will not be eligible to apply for institutional need-based grant aid until the following academic year.

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

New Students (U.S. Citizens or Permanent Residents)

Whether students apply early decision, regular decision, or as a transfer candidate, they will need to follow the process detailed below. Frances Perkins applicants should refer to "Financial Aid for Frances Perkins Program Applicants." *An applicant should plan to meet the deadline that applies to her application plan. College aid may not be available for late applicants.*

CSS/PROFILE: File online at *www.collegeboard.com/profile.* Mount Holyoke's CSS code is 3529. File at least two weeks before the submission deadline (see below).

Free Application for Federal Student Aid (FAFSA): File online at *www.fafsa.ed.gov.* Mount Holyoke's federal school code is 002192. The FAFSA is also available at high school guidance offices, local libraries, or by calling the Federal Student Aid Information Center at 800-433-3243. Online filing is the preferred method as it reduces processing time and errors.

Note: The PROFILE and FAFSA may be filed using estimated income; eligibility may change upon review of final tax documents.

Federal Income Tax Returns

The PROFILE and FAFSA are verified with federal tax returns. Once the PROFILE is submitted, students will be sent an email from the College Board's Institutional Documentation Service (IDOC) with instructions on submitting the taxes, schedules, forms, and W-2s to IDOC. Students or parents who own corporations, partnerships, or trusts must include copies of those tax returns and forms as well (e.g., 1041, 1065, 1120, 1120S, K-1). Only one packet should be submitted per student; all documents should be collected before submitting a packet. Do not submit copies of state tax returns.

Supplemental Information

If applicable, the Noncustodial Profile, supplemental forms such as the noncustodial federal tax, CSS Business/Farm Supplement, and corporate tax returns will be required.

Due Dates

Regular Decision

- The PROFILE, FAFSA, and Noncustodial Profile (where applicable) must be filed with the respective agencies by February 15. *(Note: The FAFSA cannot be filed until after January 1.)*
- Parent and student current year federal tax returns and supplemental information such as the CSS Business/Farm Supplement should be submitted directly to the College Board's Institutional Documentation Service (IDOC) by March 1.
- *Notification of eligibility:* Late March with the letter of admission

Early Decision I

- The PROFILE and Noncustodial Profile (where applicable) must be filed with CSS by November 15.

- The FAFSA should be filed after January 1 but before February 15.
- Parent and student most recently filed federal tax returns and supplemental information such as the CSS Business/Farm Supplement should be submitted directly to the College Board's Institutional Documentation Service (IDOC) by March 1.
- *Notification of eligibility:* Estimate sent in mid-December; final award sent in mid-May after current year federal taxes reviewed

Early Decision II

- The PROFILE and Noncustodial Profile (where applicable) must be filed with CSS by December 15.
- The FAFSA should be filed after January 1 but before February 15.
- Parent and student most recently filed federal tax returns and supplemental information such as the CSS Business/Farm Supplement should be submitted directly to Student Financial Services by January 1.
- Notification of eligibility: Estimate sent in late January; final award sent in mid-May after current year federal taxes reviewed

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

Transfer Applicants

Mount Holyoke offers financial aid to transfer applicants applying for fall entrance. Mount Holyoke aid is available for applicants applying for spring entrance on a funds-available basis. For those applicants seeking fall or spring entrance, federal funds are available.

- The PROFILE, FAFSA, and Noncustodial Profile (where applicable) must be filed with the respective agencies by February 15 for fall enrollment and November 1 for spring enrollment. (Note: The FAFSA cannot be filed until after January 1 for fall enrollment.)
- Parent and student current year federal tax returns and supplemental information such as the CSS Business/Farm Supplement should be submitted directly to the College Board's Institutional Documentation Service (IDOC) by March 1 for fall enrollment and by November 15 for spring enrollment.
- Notification of eligibility: Late March or early April with admission decision

Financial Aid for Frances Perkins Program Applicants

A Mount Holyoke College Frances Perkins Program Financial Aid Application is required of all Frances Perkins applicants and is available at the Student Financial Services Web site. In addition to the College financial aid application, a FAFSA and current year federal tax returns are required. If a student is independent, parental tax returns are not required. However, a Frances Perkins applicant is not automatically considered independent for purposes of awarding institutional aid.

- The College application and the federal tax return are submitted to the College Board's Institutional Documentation Service (IDOC) by March 1.
- The FAFSA must be filed with the Department of Education in mid-February in order to be received by Student Financial Services by March 1.

- Please note that the PROFILE is not required of Frances Perkins applicants who are considered independent, per College guidelines. Frances Perkins applicants who are considered dependent per College guidelines must complete the PROFILE. (Please see the section "Independent Status" below or contact Student Financial Services if you have any questions about your dependency status.)
- The College offers financial aid to applicants applying for fall entrance; College aid may be available for applicants applying for spring entrance on a funds-available basis. For those applicants seeking fall or spring entrance, federal funds are available.
- *Notification of eligibility:* Late March with admission decision

International Applicants

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

To be considered for financial aid, an international applicant must apply for assistance at the time of her application for admission. *If an international student has been accepted to the College and did not apply for financial aid, she cannot be considered for aid throughout her time of study at Mount Holyoke.* An international student's family contribution will be determined upon admission to the College; this family contribution will be expected each year until graduation. As a result, international students do not need to reapply for aid each year. Once an international student enrolls, requests for reconsideration of the family contribution cannot be considered.

The following forms and deadlines apply to international applicants:

- College Scholarship Service International Student Financial Aid Application (available at the SFS Web site), most recently filed parent tax return or verification of income, and all supplemental forms (where necessary) submitted to Student Financial Services by February 1.
- *Notification of eligibility:* Late March with admission decision

Renewal Applications

Per federal and institutional policy, domestic students must reapply for financial aid every year. Detailed information regarding the renewal process will be available online in January. Renewal applicants must file the PROFILE and the FAFSA and submit parental and student federal income tax returns and W2 forms. *Please note: All tax returns must be signed or they cannot be accepted.* If applicable, the Noncustodial Profile or supplemental forms such as the noncustodial federal tax, CSS Business/Farm Supplement, and corporate tax returns will be required. Frances Perkins students should submit the Mount Holyoke College Frances Perkins Program Financial Aid Application and, if independent, do not need to submit parent tax returns or the PROFILE.

Note: The following important points pertain to the renewal application process:

- The renewal deadline is May 1.
- Only current year signed federal income tax returns are accepted.
- PROFILE and Noncustodial Profile should be filed online with the College Board

by April 20 in order to be received by Student Financial Services by May 1.
- A FAFSA renewal form or PIN number will be sent directly to each renewal applicant by the Department of Education in January. (The FAFSA must be filed electronically with the Department of Education by April 20 in order to be received by Student Financial Services by May 1. Paper application processing takes longer.)
- Federal income tax returns, schedules, and W-2s must be sent to the College Board's Institutional Documentation Service (IDOC) with a completed cover sheet by April 25.
- Please do not submit state tax returns.
- Failure to meet the due date of May 1 will result in an increase in student loan and a corresponding decrease in grant aid. The due date policy was put in place to reduce the number of late applications and the number of students held for registration in the fall. A student whose file is incomplete after July 1 may not be considered for institutional funding.
- *Notification of eligibility:* June

The Financial Aid Package

If a student is determined to have financial aid eligibility, she will receive a financial aid package that generally consists of a combination of grant, loan, and work-study aid. These three types of assistance may be funded by institutional, federal, and state sources.

Grant Aid

Grants are gifts that do not need to be repaid. Grant funding comes from institutional, federal, and state sources. The College requires all domestic students to apply for appropriate federal and state grants by completing the FAFSA.

Mount Holyoke College Grant

College grants are based on demonstrated need as determined by the College. Endowment earnings, the annual operating budget, and gifts from alumnae, parents, and friends fund College grants. In order to distribute College resources most equitably, if a student receives a federal or state grant, the amount of the federal or state grant reduces any College grant aid. If a student does not complete the required paperwork to determine eligibility for government grants, the College will not provide institutional grant to make up the lost government funding.

Federal Grants

Federal Pell Grant: This grant is awarded to students with high demonstrated need, as determined by federal guidelines. Generally those with a family adjusted gross income (AGI) of $30,000 or less are eligible for the Pell grant. Grants range from $400 to $4,310 in 2007–2008.

Federal Supplemental Educational Opportunity Grant (FSEOG): The College awards the FSEOG to students with high demonstrated need. Recipients of the Federal Pell grant are given priority for FSEOG awards, which range from $500 to $2,000.

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

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

State Grants

Connecticut, Maine, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, and Vermont offer scholarship and grant programs for students who reside in those states.

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

Student Loans

A low-interest educational student loan or a combination of student loans is included in most financial aid packages. The packaged loan amount increases approximately $1,000–$1,500 each year, because the College believes students—as the chief beneficiary of their education—should assume an increasingly greater responsibility for the cost of attending Mount Holyoke. Total estimated student loan debt over four years will range from approximately $19,000 to $24,600 depending on eligibility and whether a student borrows to her maximum capacity within federal and College guidelines. Student loans include the following types:

Federal Direct Student Loan (FDSL): This government-subsidized loan is awarded based on a student's demonstrated financial need. The federal government pays the interest that accrues while the student attends at least half-time. Repayment of principal and interest begins six months after the student graduates, withdraws, takes a nonacademic leave of absence, or ceases to be enrolled at least half-time.

Students who are not eligible for the FDSL will qualify for an unsubsidized FDSL, which is a non-need-based loan. Interest on the unsubsidized FDSL accrues while the student is in school. However, there is an option to defer payment of interest during school. Please note that interest is capitalized, i.e., added to the principal, if the interest payment is deferred.

The interest rate for a new FDSL is fixed at 6.8 percent for 2007–2008. An origination fee of 2.5 percent is deducted from the total amount of the loan. As Mount Holyoke is a direct lending institution, no loan application is necessary. The loan is disbursed to the student's account once a student signs a master promissory note and completes

entrance counseling, which may be done online or on paper. The master promissory note need only be signed once to cover additional FDSL borrowed in future years.

Federal Perkins Loan: This federally funded loan is awarded to students who demonstrate exceptional financial need. The interest is fixed at 5 percent. Repayment begins nine months after a student graduates, withdraws, takes a nonacademic leave of absence, or ceases to be enrolled at least half-time. The loan is disbursed to the student's account once a student signs a master promissory note and completes entrance counseling, either online or on paper.

Mount Holyoke College Loan: This institutionally funded loan is awarded to students demonstrating financial need and has an 8 percent interest rate. Repayment of principal and interest begins six months after the student graduates, withdraws, takes a nonacademic leave of absence, or ceases to be enrolled at least half-time. The loan is disbursed to the student's account once a student signs a master promissory note. Student Financial Services will notify students when the mater promissory note is ready to be signed.

Disbursement of Funds

Financial aid funds cannot be disbursed to a student's tuition account until Student Financial Services receives all required financial aid forms. Students should check Financial Aid Online (*www.mtholyoke.edu/go/finaidonline*) for information on missing documents. Funds are disbursed on a per-semester basis and will be disbursed at the beginning of each semester provided a student's file is complete.

For both initial and returning applicants, a student cannot enter classes or move into a residence hall until the appropriate semester fees have been paid in full or provisions for payment plans and/or loans have been approved.

Student Employment

The College participates in the Federal Work-Study Program, a need-based program that funds earnings for on-campus and off-campus jobs. The College also funds student employment for on-campus jobs. Annual student earnings depend on job position and hours worked. First-year students earn approximately $2,100 if they work ten hours per week while classes are in session. Students are paid every two weeks. Earnings from student jobs are not applied directly to tuition and may be used for books and personal expenses.

The College provides jobs for students in residence halls, administrative offices, academic departments, the library, and facilities management. In general, first-year students work in dining services. Students can secure jobs using JobX, a student job board, and a Spring Job Fair, designed to help students receiving financial aid find jobs for the following fall. Short-term jobs, such as baby-sitting, yard work, and word processing assignments are also available. The Career Development Center handles job placements on campus and in community service positions off campus. Students receiving financial aid are given priority in hiring. Students not eligible for financial aid may not seek jobs on campus until two weeks after the beginning of the semester.

Merit Scholarships: Mount Holyoke College Leadership Awards

As an institution that values the highest levels of academic excellence and the cultivation of women leaders, Mount Holyoke is pleased to offer a limited number of merit scholarships—awarded competitively—to first-year candidates who have an outstanding record of scholarship and extracurricular achievement in high school and who demonstrate noteworthy leadership skills.

These scholarships—Mount Holyoke College Leadership Awards—will be renewed annually, up to a maximum of eight semesters for as long as a student is enrolled full-time and remains in good academic standing. The Office of Admission determines eligibility for the Leadership Award; no separate application is necessary.

The Mount Holyoke College Leadership Award is not transferable for study at another institution; however, students who are eligible to study abroad and who need financial assistance are encouraged to apply for a Laurel Fellowship (approximately 82 percent of qualified applicants were funded last year). Please note that for matriculated students, credits transferred to the College due to a semester or year of study abroad or academic leave will count toward the eight-semester limit, whether or not financial aid from the College was provided for those credits.

Non-College-Administered Scholarships

Mount Holyoke encourages students to apply for outside scholarships. Outside funding reduces the amount of student loan or the student work commitment. It will also reduce a portion of the College grant if the scholarship exceeds $500.

Students receiving a scholarship should inform Student Financial Services as soon as possible. The first $500 and half of any balance of the total award(s) reduces the student loan and/or student employment commitment. The remainder reduces the College grant. For example, receiving two $500 scholarships, for a total of $1,000 in outside scholarship, reduces the student loan or student employment by $750 and the Mount Holyoke grant by $250. The total financial aid remains the same.

Information about outside scholarships can be obtained from high school counselors and local libraries, or by using scholarship search engines found at sites such as *www.finaid.org* or *www.collegeboard.org*.

Employer Benefit

If a parent receives a tuition benefit for the student through her or his employment, this funding directly reduces any College grant.

Financial Aid for Study Abroad and Other Off-Campus Study

To support study abroad, Mount Holyoke offers the Laurel Fellowships, which are awarded on a competitive basis. All awards are based on financial aid eligibility and academic accomplishments. In many cases, students who study abroad are also eligible for federal aid.

For information about available funds and application procedures, visit the McCulloch Center for Global Initiatives Web site at *www.mtholyoke.edu/go/global.*

In addition, please see "Study Abroad" in the Special Programs and Resources chapter for more information.

Limited funding is available for the Twelve College Exchange and the College's other exchange programs. Priority is given to students who can demonstrate that off-campus study is an integral element of their academic program. For more information and application procedures, contact the McCulloch Center for Global Initiatives at 413-538-2072 or see "Exchanges and Semester Programs" in the Special Programs and Resources chapter for more information.

Satisfactory Academic Progress

Eligibility for financial aid is contingent on maintaining a satisfactory academic record, according to the standards described in the "Academic Deficiencies" section of this catalogue or defined by the Department of Education (for federal aid). If a student is placed on academic probation, she will still be eligible for federal and institutional aid the first semester she is placed on academic probation. Eligibility for federal financial aid will be determined according to federal standards if she is continued on academic probation, but she will be eligible for institutional or federal funding for one additional semester. Students will not be eligible for institutional funding if they remain on academic probation for a third semester. The College may also withhold federal funds for students not meeting federal satisfactory progress, whether or not the student has been placed on academic probation. Federal satisfactory progress requires that a student earn at least 75 percent of her attempted credits in each academic year of study and achieve a 1.70 cumulative GPA as a rising sophomore and a 2.0 cumulative GPA as a rising junior.

Funding Limitations

Financial aid for incoming first-years is limited to eight semesters. Please note that for matriculated students, credits transferred to the College due to a semester or year of study abroad or academic leave will count toward the eight-semester limit, whether or not financial aid from the College was provided for those credits.

Transfer and Frances Perkins students are limited to funding up to 128 credits *including credits accepted for transfer by the College at any point.* Resident students, including Frances Perkins students, are expected to take 16 credits per semester. Any semester of residence will be counted as 16 credits toward the 128-credit limit. Frances Perkins day students must take a minimum of eight credits a semester to be considered for financial aid. Please refer to the Web for additional information on funding limitations.

Adding/Dropping Courses

Students who pay tuition by the credit hour (Frances Perkins day students) and who reduce their course load after the fifteenth day of classes each semester, will not receive College grant aid to make up the difference for any lost eligibility in federal or state funds. Please note that for resident or day students any credits dropped after the fifteenth day of classes will be counted, for financial aid eligibility purposes, toward the 128-credit maximum.

Independent Status

When determining eligibility for institutional funds, the College reviews requests on a case-by-case basis. Federal regulations narrowly restrict the definition of independent students. The College is *more restrictive* than the federal definition outlined below:

- Be at least 24 years old by December 31 of the award year
- Be an orphan or ward of the court
- Be married
- Be a person with dependents other than a spouse
- Be a veteran of military service or on active duty in the military

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

Financial Aid for Summer Study

The College does not offer summer courses and does not process or provide financial aid for summer study at other institutions.

Special Student Status

Institutional financial aid is not available for graduate students, guest students, or postbaccalaureate students. However, federal loans are available for graduate and postbaccalaureate students. Questions about federal loan eligibility should be addressed to Student Financial Services. Graduate students should contact the individual departments they are applying to for information concerning stipends and fellowships.

Key to Course Descriptions/Special Courses

Course Classification

Introductory courses are numbered 100–199; intermediate courses, 200–299; advanced courses, 300–399; graduate courses, 400–499. Graduate credit may be given for 300-level courses with permission of department. Prerequisites, corequisites, the weekly number of lecture or discussion meetings or studio hours (length of individual meetings given in parentheses), and number of credits earned upon completion of the course are listed after each course description.

Key to Abbreviations and Symbols

f	=	offered in the **FALL** semester
s	=	offered in the **SPRING** semester
fs	=	same one-semester course offered **BOTH FALL** and **SPRING** semesters
*	=	course not offered for the current year
j	=	offered in January Term
fy	=	first-year student
soph	=	sophomore
jr	=	junior
sr	=	senior
FP	=	Frances Perkins student
Prereq.	=	prerequisite(s)

Courses requiring the department's or instructor's permission may require special application procedures; consult the department.

Prerequisites

A student who does not have the prerequisites but who has completed related work or who wishes to enter a course without the stated prerequisites may do so with the written approval of the instructor.

Course Requirements

Special notes on courses that do (or do not) satisfy distribution requirements, language requirements, or multicultural requirements appear at the end of course descriptions. See the sections on "Distribution Requirements," "Foreign Language, Ancient or Modern," and "Multicultural Perspectives Course" in the Bachelor of Arts Degree and College Requirements chapter for a description of these requirements.

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

First-Year Seminar Program

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

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

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

Writing-Intensive: Fall

Asian Studies
150(01) Stories and Storytelling in India

Astronomy
105(01) Mars: Missions, Conditions, and Prospects for Habitation

Chemistry
105(01) Chemistry: Applications, Innovations, and Social Justice

Economics
100(01) Introductory Economics Topics: Global Economy
100(02) Introductory Economics Topics: Economics of Education

Educational Studies
109(01) Whiteness: The Other Side of Racism

English
101(01) Colonialism and Postcolonialism
101(02) Family Fictions
101(03) Reading Nonfiction
101(05) Multicultural Families
101(06) Contemporary Autobiography: Race, Sexuality, Style
101(07) Asian American Visual Culture
101(08) Coming of Age Narratives

Film Studies
*101(01) Film and History: The Remake

French
120(01) Sex and the City: Gender-Power Relations in Early Modern Europe

Gender Studies
*119(01) Women's Public Voices

German Studies
*100 Memories of War and Exile: The Second World War in Photographs, Memoirs, and Fiction

History
*101(01) Foundation: Women in the Reformation

Interdepartmental
145(01) Western Civilization: An Introduction through the Great Books

Italian
145(01) Sex and the City: Gender-Power Relations in Early Modern Europe

Medieval Studies
*101(02) Medieval Culture and Society: Europe and the Atlantic World, 1300–1700

Music
114(01) Music of Heroism, Protest, and Lament during the Second World War

Politics
117(01) Globalization and Its Discontents
*111(01) Confessions, Novels, and Notebooks: The Self and Political Thought

Psychology
110(01) Introductory Seminars in Psychology: Brain/Mind

110(03) First Love: Attachment Theory and Research

Romance Languages and Literatures
105(01) Sex and the City: Gender-Power Relations in Early Modern Europe

Russian and Eurasian Studies
151(01) *Anna Karenina*: Loving to Death
151(03) Ivan the Fool and the Baba Yaga: The Enchanted World of Russian Fairy Tale

Sociology
103(01) Intellectuals, the Media, and the Public Sphere
103(02) Contemporary South Africa

Spanish
105(01) Sex and the City: Gender-Power Relations in Early Modern Europe

Theatre Arts
150(01) What Is Performance?

Speaking-Intensive: Fall

Asian Studies
150(01) Stories and Storytelling in India

Astronomy
105(01) Mars: Missions, Conditions, and Prospects for Habitation

Chemistry
105(01) Chemistry: Applications, Innovations, and Social Justice

Economics
100(01) Introductory Economics Topics: Global Economy

English
101(08) Coming of Age Narratives

Medieval Studies
101f(02) Medieval Culture and Society: Europe and the Atlantic World, 1300–1700

Russian and Eurasian Studies
151(02) Crown Jewels of Russian Culture

Other Seminars: Fall

Art–Studio
110(01) Making Things: A Studio Arts Perspective

Biological Sciences
145(01) Introductory Biology: Nature Harmoniously Confus'd
145(02) Introductory Biology: A Green World

Chemistry
105(02) Gods and Monsters: Science and Scientists in the Modern World

Gender Studies
117(01) Gender, Ethnicity, and Culture

Jewish Studies
109(01) Holy Feast, Holy Fast: Food, Eating, and the Sacred

Medieval Studies
*101(03) Medieval Culture and Society: Crossing Medieval Boundaries

Philosophy
102(01) Introduction to Philosophy

Religion
109(01) Holy Feast, Holy Fast: Food, Eating, and the Sacred
109(02) Hagar, Sarah, and their Jewish, Christian, and Muslim Children

Writing-Intensive: Spring

Art History
*110(01) Introductory Seminar in Art History: Writing about Art

Biological Sciences
145(01) Introductory Biology: Biology in the Age of the Human Genome Project
*145(02) Introductory Biology: Patterns and Principles of Life
*145(04) Introductory Biology: Animal Bodies, Animal Functions

English
101(01) Seminar in Reading, Writing, and Reasoning
101(02) Seminar in Reading, Writing, and Reasoning: Images of the Self

Geology
115(01) Convergence in Geologic Time

German Studies
100(01) Memories of War and Atrocity in Germany and Japan

Interdepartmental

146(01) Western Civilization: An Introduction through the Great Books

Politics

*117(01) Globalization and Its Discontents

Psychology

110(02) Introductory Seminars in Psychology: Families, Groups and Organizations: An Introduction to System Thinking

Speaking-Intensive: Spring

History

*102(01) Foundation: Justice: Ideals and Practices in History

Psychology

110(01) Introductory Seminars in Psychology: Psychological Controversies

Sociology

103(01) Social Inequality

Other Seminars: Spring

Medieval Studies

101(01) Medieval Culture and Society: Clash of Cultures: The Formation of the Medieval World

Courses for Multicultural Perspectives

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

African American and African Studies

101 Introduction to African American and African Studies: Identity, Community, and Progress

208 Introduction to Twentieth-Century Critical Race Theory

*210 African American Culture and Society

*308 Luminous Darkness: African American Social Thought

320 Gender, Terror, and Trauma in African American Culture

American Studies

290 Topics in American Studies: Slavery in the Americas

290 Introduction to Asian American Literature

301 Senior Seminar Studies in American Literature: The Career and Legacy of Richard Wright

301 Senior Seminar: The Conceptual Black Body in Twentieth Century and Contemporary Visual Culture

*301 Senior Seminar: The Caribbean in American Culture

Anthropology

105 Introduction to Cultural Anthropology

*202 Latin American Society and Culture

*203 Exploring Asian Americas

*204 Anthropology of Modern Japan

207 Peoples of the South Pacific

*208 Topics in Ethnology

212 Shopping and Swapping: Cultures of Consumption and Exchange

*226 The Anthropology of International Development

230 Language in Culture and Society

232 Spirituality: Anthropological Perspectives

240 Medical Anthropology

*306 Anthropology of Reproduction

310 Visualizing Culture

316 Special Topics in Anthropology: Health in the Andes

316 Special Topics in Anthropology: Globalization and Transnationalism

*331 Anthropology and Sexualities

334 Memory, History and Forgetting

*346 Identities/Differences: Anthropological Perspectives

350 Issues in Contemporary Anthropological Theory

Art (History)

105 Arts of Asia

*261 Arts of China

*262 Arts of Japan

263 Arts of India

271 Arts of Islam: Book, Mosque, and Palace

Asian Studies

*101 Introduction to Chinese Civilization: Traditional China
*102 East Asian Civilization: Modern China
*103 Introduction to Indian Civilization
121 Elementary Japanese II
131 Elementary Arabic II
*135 Modern Korea
*207 Women and Gender in Islam
*208 Topics in Ethnology Anthropology of the Himalayas
*210 Literature and Literary Culture in Classical India
211 Modern Indian Fiction
212 Intermediate Chinese I
213 Intermediate Chinese II
*214 Philosophical Foundations of Chinese Thought: The Ancient Period
*220 Indian Women: Literary and Cultural Perspectives
222 Intermediate Japanese I
223 Intermediate Japanese II
*224 The United States, Israel, and the Arabs
232 Intermediate Arabic I
*240 Women in Chinese Literature
*244 Introduction to East Asian Languages
*248 Contemporary Chinese Fiction: 1949 to the Present
*254 The Great Epics of India: Representations and Interpretations
261 Hinduism
*262 Confucianism and Taoism
*264 Arts of China
*265 Introduction to Chinese Philosophy
*270 Arts of Japan
*271 Arts of Islam: Book, Mosque, and Palace
272 Mahatma Gandhi and Rabindranath Tagore: Nonviolence, the Nation, and the World
312 Fourth-Year Chinese
313 Fourth-Year Chinese
*320 Women's Issues in Arab Women Novelists' Works
*323 Comparative Politics of the Middle East
*325 Asian Religions
*331 Colloquium Nationalism and Nation Building in East Asia
*331 Asian History Greater China: Development and Transformation in the Twentieth Century
*331 Asian History: Imperial Japan
*333 Just War and Jihad: Comparative Ethics of War and Peace
*334 Topics in Ethics: Comparative Ethics, East and West
340 Love, Gender-Crossing, and Women's Supremacy: A Reading of the Story of Stone
350 Love and the Erotic in Indian Poetry
*373 Colonialism and Culture in British India

Critical Social Thought

253 Critical Race Theory

Dance

*272 Dance and Culture

Economics

213 Economic Development: A Survey
*306 Political Economy of "Race" in the U.S.
314 Economic Development in the Age of Globalization

Education

205 Whiteness, Racism, and Inequality in Schools and Society
*220 Foundations of Multicultural Education

Educational Studies

109 Whiteness: The Other Side of Racism
240 Researching the Enterprise of Education: Researching Race and Racism in Education
301 Education in South Africa

English

101 Seminar in Reading, Writing, and Reasoning: Into Africa
101 Seminar in Reading, Writing, and Reasoning: Multicultural Families
101 Seminar in Reading, Writing, and Reasoning: Contemporary American Autobiography: Race, Sexuality, Style
*208 African American Poetry

250 Twentieth Century and Contemporary African American Literature: Innovation, Strategy, Form
*251 African American Diasporas: Literature and Culture
253 Twentieth-Century Literatures of Africa
*270 Women Writers: Nineteenth-Century American Women Writers
274 Introduction to Asian American Literature
*339 Race, Romance, and Reform: Nineteenth-Century African American Women's Literature
345 Studies in American Literature: The Career and Legacy of Richard Wright
*350 Studies in African American Literature: Slavery and the Literary Imagination
*368 Black Feminist Thought
*369 Women Writing Diaspora: A Cross-Cultural Comparison
*370 The Caribbean in American Culture
*372 The Literature of Exile
375 The Conceptual Black Body in Twentieth-Century and Contemporary Visual Culture

Environmental Studies
*301 Colloquium: Food and Famine in African History

Film Studies
203 Introduction to Spanish and Latin American Film
370 Topics in National/Transnational Cinemas: From Bicycle Thieves to *Guerrilleros*: Italian, French, and Latin American Cinemas

French
219 Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World
321 Seminar in Romance Languages and Literatures Topic: From Bicycle Thieves to *Guerrilleros*: Italian, French, and Latin American New Cinemas

Gender Studies
210 Women and Gender in Religion and Philosophy: Women and Gender in Islam
333 Interdisciplinary Seminar Latin American Thought: Queer Theory in Latin America? (conducted in Spanish)
333 Interdisciplinary Seminar: Love, Gender-crossing, and Women's Supremacy: A Reading of the Story of Stone
333 Interdisciplinary Seminar: Love and the Erotic in Indian Poetry

Geography
105 World Regional Geography
*204 Human Dimensions of Environmental Change
217 The African Environments
311 Seminars: Third World Development
*319 Africa: Problems and Prospects

Geology
*204 Human Dimensions of Environmental Change

German Studies
*100 The New Face/s of Germany: Contemporary German Society in Film and Text

History
*125 Native American History to 1783
*130 Introduction to Chinese Civilization: Traditional China
*131 East Asian Civilization: Modern China
133 Japan Since 1600
*135 Modern Korea
*140 Identity and Community in Early Africa
141 Violence and Social Change in Modern Africa
150 Europe and the Atlantic World, 1300–1700
161 British Empire and Commonwealth
180 I Introduction to Latin American Cultures
214 History of Global Inequality
223 Religion and Politics in Modern India

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241 African Popular Culture
259 Empire, Race, and the Philippines
*280 Race and Gender in North American History: African American Women and U.S. History
281 African American History to 1865
282 African American History: 1865 to the Present
*287 Afro-Latin America: From Slavery to Invisibility
288 Modern Mexico
289 Slavery in the Americas
*296 Women in History: African Women's Work, 1880–1980
301 Colloquium: Nationalism and Nation Building in East Asia
*301 Colloquium: Religion, Modernity, and Colonialism in South Asia
*301 Colloquium: Food and Famine in African History
*301 Colloquium: The Abolition Movement
*301 Colloquium: Segregation: Origins and Legacies
*331 Asian History: China's Tumultuous Twentieth Century.
*331 Asian History: The Meiji Revolution
*331 Asian History: The Japanese Empire, 1868–1945
341 Topics in African History: Power and Exchange in the African Past
*341 Topics in African History: The Meaning of Colonial Rule
*341 Topics in African History: When Worlds Collide: The Colonial Moment in Africa
*355 Early Modern Europe: The Nature of Things: Amerindians and Europeans in North America, 1500–1800
*375 American History: The Middle Period Age of Emancipation
*381 Recent American History: The Civil Rights Movement
*386 Central America: Reform, Reaction, Revolution
*387 Special Topics in Latin American Studies
388 Postmodernism and Latin America
390 South Asian Nationalisms

International Relations
*211 Middle East Politics
*222 The United States, Israel, and the Arabs
*323 Comparative Politics of the Middle East
*333 Just War and Jihad: Comparative Ethics of War and Peace
*341 Political Islam
*342 Comparative Politics of North Africa

Latin American Studies
170 Readings in Caribbean Literature
175 Historical Emergence of the Caribbean
180 Introduction to Latin American Cultures
*260 Afro-Latin America: From Slavery to Invisibility
*274 Puerto Rican Literature and Society: Borinquen to El Barrio
275 Paradigms of New World Thought
*277 Caribbean Women Writers
278 The Fiction of History: Historical Truth and Imaginative Invention in the Latin American Novel
*287 Topics in Latin American Studies
288 Modern Mexico
289 Slavery in the Americas
*373 Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers
*386 Central America: Reform, Reaction, Revolution
*387 Special Topics in Latin American Studies
388 Postmodernism and Latin America

Medieval Studies
101 Medieval Culture and Society: Europe and the Atlantic World, 1300–1700

Music
166 Introduction to the Music of Africa

Philosophy
*103 Comparative Introduction to Philosophy
*212 Philosophical Foundations of Chinese Thought: The Ancient Period

*213 Philosophical Foundations of Chinese Thought: The Post-Classical Period
*248 Philosophical Issues in Race and Racism
*250 Topics in Philosophy : Chinese Philosophy

Politics
*210 Minorities and the Law
213 African Political Systems
*250 Black Urban Reform
*251 Black and Latino Politics
*274 South Asian Politics
347 Race and Urban Political Economy
380 The Politics of Ethnic Conflict
381 South Asian Politics

Religion
*201 Introduction to the Qur'an
202 Introduction to Islam
*205 Issues in Islamic History Classical Islamic Civilization
207 Women and Gender in Islam
*209 East Meets West, From Dante to Disney
*228 On Human Freedom: Lordship and Bondage in Religion and Culture
230 Spirituals and the Blues
*241 Women and Buddhism
*250 Zen and Japanese Culture
261 Hinduism
*262 Confucianism and Taoism
263 Buddhism
*268 Buddhist Literature from Ginsberg to Gautama
*311 Sufism: The Mystic Path in Islam
*325 Asian Religions
*345 Topics in the Study of Islam: Islam in South Asia
*345 Topics in the Study of Islam: Sufism: The Muslim Mystical Experience
345 Topics in the Study of Islam: Islam in South Asia

Romance Languages and Literatures
375 Seminar in Romance Languages and Literatures: From Bicycle Thieves to *Guerrilleros*: Italian, French, and Latin American New Cinemas

Russian and Eurasian Studies
131 Introduction to Peoples and Cultures of Eurasia

Sociology
*329 Social Change in Southern Africa

Spanish
105 Modern Latin American Women Writers
221 Introduction to Spanish and Latin American Film
235 Introduction to Latin American Literature I
237 Introduction to Latin American Literature II
*261 Afro-Hispanic Literature
*331 Colonial and Nineteenth-Century Latin American Literature
341 Contemporary Latin American Literature Literature of the Revolution or Revolution of Literature in Latin America
351 Latin American Thought: Queer Theory in Latin America?
361 Seminar on Latin American Literature: From Bicycle Thieves to *Guerrilleros*: Italian, French and Latin American New Cinemas
*361 Seminar on Latin American Literature: Sor Juana Ines de la Cruz and Her Influence

Foreign Literature Courses in Translation

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

Asian Studies
103 Introduction to Indian Civilization
150 First-Year Seminar: Stories and Storytelling in India
*211 Modern Indian Fiction
220 Women Writing in India
*240 Women in Chinese Literature
248 Contemporary Chinese Fiction: 1949 to the Present
254 The Great Epics of India: Representations and Interpretations
*340 Love, Gender-Crossing, and Women's Supremacy: A Reading of the Story of Stone
*350 Love and the Erotic in Indian Poetry

Classics

231 The City of Athens from Theseus to Alaric
224 The Athenian Empire

French

120 First-Year Seminar: Sex and the City: Gender-Power Relations in Early Modern Europe
*220 French Studies in English Translation
*321 Seminar in Romance Languages and Literatures

Gender Studies

204 Women and Gender in the Study of Culture: Women Writing in India

German Studies

*100 Memories of War and Exile: The Second World War in Photographs, Memoirs, and Fiction
100 Memories of War and Atrocity in Gemany and Japan
331 Brecht in America: Hollywood, Broadway, and the Misunderstanding of Success

Italian

106 First-Year Seminar: Sex and the City: Gender-Power Relations in Early Modern Europe
*210 Dante and the Middle Ages

Russian and Eurasian Studies

131 Introduction to Peoples and Cultures of Eurasia
151 *Anna Karenina*: Loving to Death
151 Crown Jewels of Russian Culture
151 Ivan the Fool and the Baba Yaga: The Enchanted World of Russian Fairy Tales
205 The Romanovs: Triumph and Tragedy
*206 Women, Life, and Politics in Modern Russia (1860–2000)
210 Great Books: The Literature of Nineteenth-Century Russia
211 Topics in Twentieth-Century Russian Literature: Literature and Film on Trial
*213 Tolstoy's *War and Peace*
215 Dostoevsky and the Problem of Evil: *The Brothers Karamazov*
240 Russian Politics
241 Russia and the West
*242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment
313 The New Democracies
*315 Utopia and Anti-Utopia
*343 Terrorism: Russia as Its Cradle
*350 Revolutions

Spanish

105 First-Year Seminar: Sex and the City: Gender-Power Relations in Early Modern Europe
*261 Afro-Hispanic Literature
219 U.S. Latino/a Literature

English for Speakers of Other Languages

International students and others for whom English is not a first language should consider enrolling in English 102: Writing across Cultures. This course is designed specifically for these students to work on writing in English.

Speaking, Arguing, and Writing Program (SAW)

The abilities to organize complex bodies of information and theory, develop a view and present it cogently and persuasively, and express ideas with clarity and grace are at the heart of the work a student will undertake throughout college and thereafter. To help students foster these abilities, the Speaking, Arguing, and Writing Program sponsors workshops, trains and supervises student mentors, and provides facilities and assistance in the preparation of writing and speaking assignments. Students visiting the SAW Program offices, in the Weissman Center for Leadership and the Liberal Arts (Porter Hall), can explore the resource library, get feedback on their writing or speaking projects at any stage, or plan and practice a presentation in the mediated classroom studio.

No matter how accomplished a student is when she enters college, as she matures intellectually she will need to gain more

control over her speaking and writing voices. For that reason, every student should include in her college program some writing-intensive and speaking-intensive courses. Following are lists of these courses for the 2007–2008 academic year.

For updated information on speaking-intensive and writing-intensive courses, as well as information on the SAW Program, visit *www.mtholyoke.edu/go/saw*.

Writing-Intensive Courses

African American and African Studies

206(01) Black Women Writers: Feminist Visions from the African Diaspora
*306(01) Black Masculinities: The Performance of Gender in African American Culture
335(01) Black Feminism: Theory and Praxis
340(01) Sex, Love, and Gender in Contemporary African American Film

Anthropology

208(01) Topics in Ethnology: The Latino City
*212(01) Shopping and Swapping: Cultures of Consumption and Exchange
235(01) Development of Anthropological Thought
*320(01) Manufacturing Knowledge
*334(01) Memory, History, and Forgetting
350(01) Issues in Contemporary Anthropological Theory
*390(01) Research Seminar in Anthropology

Art (History)

*110(01) Introductory Seminar in Art History Writing About Art

Asian Studies

150(01) First-Year Seminar: Stories and Storytelling in India
312(01) Fourth-Year Chinese I
313(01) Fourth-Year Chinese II
320(01) Women's Issues in Arab Women Writers' Novels
*340(01) Love, Gender-Crossing, and Women's Supremacy: A Reading of the Story of Stone

Astronomy

105(01) Mars: Missions, Conditions, and Prospects for Habitation
*243(01) Stars: Time and Transformation in the Universe

Biological Sciences

145(01) Introductory Biology: Biology in the Age of the Human Genome Project
*145(02) Introductory Biology: Patterns and Principles of Life
*145(04) Introductory Biology: Animal Bodies, Animal Functions
145(05) Introductory Biology: Model Organisms
308(01) Darwin
315(01) Ethology
321(05) Conference Course: Marine Conservation Biology
344(01) Biogeochemistry of Northern Ecosystems

Chemistry

105(01) Chemistry: Applications, Innovations, and Social Justice
250(01) Introduction to the History of Chemistry

Critical Social Thought

350(01) Seminar in Critical Social Thought

Economics

100(01) Introductory Economics Topics: Global Economy
100(02) Introductory Economics Topics: Economics of Education
*100(03) Introductory Economics Topics: Economics in Popular Film
*340(01) Comparative Economic Performance of the G-7

Education

205(01) Whiteness, Racism, and Inequality in Schools and Society

Educational Studies

109(01) Whiteness: The Other Side of Racism

English

101(01) Seminar in Reading, Writing, and Reasoning: Colonialism and Postcolonialism
101(02) Seminar in Reading, Writing, and Reasoning: Family Fictions
101(02) Seminar in Reading, Writing, and Reasoning: Images of the Self

101(03) Seminar in Reading, Writing, and Reasoning: Reading Nonfiction
101(04) Seminar in Reading, Writing, and Reasoning: A Little Learning
101(05) Seminar in Reading, Writing, and Reasoning: Multicultural Families
101(06) Seminar in Reading, Writing, and Reasoning: Contemporary Autobiography: Race, Sexuality, Style
101(07) Seminar in Reading, Writing, and Reasoning: Asian American Visual Culture
101(08) Seminar in Reading, Writing, and Reasoning: Coming of Age Narratives
*101(10) Seminar in Reading, Writing, and Reasoning: The Graphic Novel in an Era of Human Rights
103(01) English for Multilingual Speakers I
104(01) English for Multilingual Speakers II
105(01) Writing across Cultures
200 An Introduction to the Study of Literature
201 Introduction to Creative Writing
202 Introduction to Journalism
203(01) Short Story Writing I
204(01) Verse Writing I
265(01) Survey of Literature for Children and Young Adults
280(01) Literary Criticism and Theory
302(01) Nonfiction Writing: Writing Journalistic Narratives for Magazines and Books
303(01) Short Story Writing II
304(01) Verse Writing II
309(01) Crafting the Novel
354(01) Gender Theory and Visual Culture

Environmental Studies

344(01) Biogeochemistry of Northern Ecosystems

European Studies

*316(02) European Studies Seminar: Reality and Poetry: Anthropology, Linguistics, and the Modern Imagination

Film Studies

*101(01) Film and History: The Remake
203(01) Introduction to Spanish and Latin American Film
*270(01) National and Transnational Cinema Specters, Monsters, and the Mind
*280(01) Film Authorship: Films of Margarethe von Trotta
*290(01) Philosophy and Film Theory
320(01) Seminar on Spanish/Latin American Cinema: Queer Theory and Recent Queer Film in Latin America
*330(01) Topics in Documentary Film
*340(01) Topics in Experimental Film
*360(01) Topics in Film Genres: Film, Melodrama, and Horror
380(01) Topics in Film Authorship: Henry James on Film
390(01) Topics in Film Theory: Philosophy of Film
390(02) Topics in Film Theory : Gender Theory and Visual Culture
*390(05) Topics in Film Theory: Philosophy and Film Theory
*390(06) Topics in Film Theory : Feminist Theory and Film

French

120(01) First-Year Seminar: Sex and the City: Gender-Power Relations in Early Modern Europe
215(01) Introduction to the Literature and Culture of France

Gender Studies

*119(01) Women's Public Voices
204(02) Black Women Writers: Feminist Visions from the African Diaspora
333(02) Interdisciplinary Seminar: Gender Theory and Visual Culture
333(03) Interdisciplinary Seminar: Queer Theory and Recent Queer Film in Latin America
333(04) Interdisciplinary Seminar: Black Feminism: Theory and Praxis
333(09) Interdisciplinary Seminar: Sex, Love, and Gender in Contemporary African American Film
333(10) Interdisciplinary Seminar: Women and Gender in the Middle East

Geology

115(01) Convergence in Geologic Time
202(01) History of Earth
*250(01) The Biosphere

German Studies

100(01) Memories of War and Atrocity in Gemany and Japan
*100(02) Memories of War and Exile: The Second World War in Photographs, Memoirs, and Fiction
201(01) Intermediate German
204(01) Advanced Elementary/Intermediate German
*212(01) Studies in German Language and Composition
221(01) German Cultural Studies from the Enlightenment to the Present
*222(01) German Culture Today
*223(01) The Films of Contemporary Filmmaker Margarethe von Trotta
223(01) Topics in German Studies: Eighteenth–Twentieth-Century German Drama
*231(01) Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Literature
301(01) Advanced Studies in German Language and Culture
*307(01) Enlightenment and Classicism
*310(01) Transgressions: The German Romantic Spirit
*311(01) Constructing German(y) 1800 to 1848: A Blueprint for the Twenty-first Century
*312(01) Realism and Reality: German Culture in the Age of the First German Unification(1871)
315(01) Behind the Berlin Wall: Culture and Politics in East Germany
*315(01) *BunTesdeutschland?:* Immigration and Representations of Im/migrants in Film and Text
*319(01) Consequences of Modernity: German Culture 1900–1945
*320(01) Culture after Auschwitz: Remembering, Mourning, and Forgetting in Contemporary German and Austrian Literature and Film
325(01) Topic for 2008: German Cultures of Memory in Global Contexts

History

*101(01) Foundation Women in the Reformation
*140(01) Identity and Community in Early Africa
150(01) Europe and the Atlantic World, 1300–1700
*223(01) Religion and Politics in Modern India
*259(01) Empire, Race, and the Philippines
*296(03) Women in History Women, Spirituality, and Power: A Cross-Cultural Comparison
301(03) Colloquium: Women and Gender in the Middle East
*301(06) Colloquium: The Long Nineteenth Century
*301(18) Colloquium: The Other Europe since 1945
*301(19) Colloquium: Religion, Modernity, and Colonialism in South Asia
*355(01) Early Modern Europe: The Nature of Things: Amerindians and Europeans in North America, 1500–1800
*390(01) South Asian Nationalisms

Interdepartmental Courses

*112(01) The Rhetoric of Grammar
145(01) Western Civilization: An Introduction through the Great Books
146(01) Western Civilization: An Introduction through the Great Books
177(01) Teilhard Controversies
212(01) Peer Mentoring: Theory and Practice

Italian

106(01) First-Year Seminar: Sex and the City: Gender-Power Relations in Early Modern Europe

Mathematics

251 Laboratory in Mathematical Experimentation

Medieval Studies

*101(02) Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Europe and the Atlantic World, 1300–1700
*300(01) Seminar in Medieval Studies: Forging the Ring

Music

*110(01) The Nine Symphonies of Beethoven: A Listening Survey
114(01) Music of Heroism, Protest, and Lament During the Second World War
281(01) History of Western Music I
282(01) History of Western Music II

371(01) Topics in Music: Nineteenth-Century Chamber Music

Philosophy

*102(04) First-Year Seminar: Ethical Issues in Public Education
*290(01) Philosophy in Dialogue

Politics

*101(01) Fundamentals of Politics: Concepts and Controversies
106(01) Comparative Politics
*111(01) Confessions, Novels, and Notebooks: The Self and Political Thought
117(01) Globalization and Its Discontents
211(01) Ancient and Medieval Political Thought
212(01) Modern Political Thought
*237(01) European Politics
366(01) International Migration
*379(01) Topics in European Politics Europe and the European Union

Psychology

110(01) Introductory Seminars in Psychology: Brain/Mind
110(02) Introductory Seminars in Psychology: Families, Groups and Organizations: An Introduction to System Thinking
110(03) Introductory Seminars in Psychology: First Love: Attachment Theory and Research
323(01) Laboratory in Phenomenological Research
329(01) Seminar in Personality and Abnormal Psychology: First-Person Narratives of Madness
*349(01) Seminar in Perception and Cognition

Religion

226(01) Introduction to the Philosophy of Religion
*230(01) Spirituals and the Blues
*323(04) Topics in Contemporary Theology: Theology Meets the Matrix

Romance Languages and Literatures

105(01) First-Year Seminar: Sex and the City: Gender-Power Relations in Early Modern Europe

Russian and Eurasian Studies

151(01) *Anna Karenina*: Loving to Death
151(03) Ivan the Fool and the Baba Yaga: The Enchanted World of Russian Fairy Tales

Sociology

103(01) Intellectuals, the Media, and the Public Sphere
103(02) Contemporary South Africa

Spanish

105(01) First-Year Seminar: Sex and the City: Gender-Power Relations in Early Modern Europe
202(01) Spanish for Heritage Speakers
221(01) Introduction to Spanish and Latin American Film
320(01) Seminar on Spanish/Latin American Cinema: Queer Theory and Recent Queer Film in Latin America
341(01) Contemporary Latin American Literature: Treading the Ebony Path: Afro-Hispanic Literature

Theatre Arts

150(01) What Is Performance?
*234(01) Topics in Theatre Studies: Introduction to Performance Studies
*243(01) Screenwriting
283(01) Playwriting I

Speaking-Intensive Courses

Anthropology

*212(01) Shopping and Swapping: Cultures of Consumption and Exchange
235(01) Development of Anthropological Thought
*316(02) Special Topics in Anthropology Globalization and Transnationalism
*320(01) Manufacturing Knowledge
*334(01) Memory, History, and Forgetting
350(01) Issues in Contemporary Anthropological Theory
*390(01) Research Seminar in Anthropology

Art(History)

*110(01) Introductory Seminar in Art History: The Classical Idea

Asian Studies
150(01) First-Year Seminar: Stories and Storytelling in India
*211(01) Modern Indian Fiction
312(01) Fourth-Year Chinese I
313(01) Fourth-Year Chinese II
320(01) Women's Issues in Arab Women Writers' Novels
*340(01) Love, Gender-Crossing, and Women's Supremacy: A Reading of the Story of Stone
*350(01) Love and the Erotic in Indian Poetry

Astronomy
105(01) Mars: Missions, Conditions, and Prospects for Habitation

Biological Sciences
301(01) Animal Cloning and Stem Cells: Past, Present, and Future
305(01) Cellular and Molecular Aspects of Development
321(05) Conference Course: Marine Conservation Biology
*321(05) Conference Course: Emerging Infectious Diseases
*321(04) Conference Course: Chemical Communication in Vertebrates
344(01) Biogeochemistry of Northern Ecosystems

Chemistry
105(01) Chemistry: Applications, Innovations, and Social Justice

Complex Organizations
220(01) Winners and Losers: Taxation, Social Justice, and Economic Choices
299(01) Leadership and the Liberal Arts

Critical Social Thought
*251(01) Twentieth-Century Theory and Its Discontents
350(01) Seminar in Critical Social Thought

Economics
100(01) Introductory Economics Topics: Global Economy
*306(01) Political Economy of "Race" in the U.S.
314(01) Economic Development in the Age of Globalization
*340(01) Comparative Economic Performance of the G-7

English
101(08) Seminar in Reading, Writing, and Reasoning: Coming of Age Narratives
104(01) English for Multilingual Speakers II
105(01) Writing across Cultures
202(01) Introduction to Journalism
211(01) Shakespeare
250(01) Twentieth Century and Contemporary African American Literature: Innovation, Strategy, Form
265(01) Survey of Literature for Children and Young Adults
302(01) Nonfiction Writing: Writing Journalistic Narratives for Magazines and Books
309(01) Crafting the Novel
312(01) Shakespeare, the Theatre, and the Book

Environmental Studies
344(01) Biogeochemistry of Northern Ecosystems

Film Studies
203(01) Introduction to Spanish and Latin American Film
320(01) Seminar on Spanish/Latin American Cinema: Queer Theory and Recent Queer Film in Latin America

French
225(01) Introduction to Contemporary Culture and Media of France and the French-Speaking World
230(01) Intermediate Courses in Culture and Literature: Introduction to the Civilization of France

Gender Studies
101(01) Introduction to Gender Studies
333(03) Interdisciplinary Seminar :Queer Theory and Recent Queer Film in Latin America
333(05) Interdisciplinary Seminar: Women and Gender in South Asia
390(01) Internship or Field Project

Geography
319(01) Africa: Problems and Prospects

Geology

202(01) History of Earth
*250(01) The Biosphere

German Studies

101(01) Elementary German
102(01) Elementary German
*201(01) Intermediate German
204(01) Advanced Elementary/Intermediate German
*209(01) *Die Grenzen meiner Sprache sind die Grenzen meiner Welt*: Reading and Speaking German I
*210(01) *Die Grenzen meiner Sprache sind die Grenzen meiner Welt:* Reading and Speaking German II
*211(01) Creation and Production of a German Play
*212(01) Studies in German Language and Composition
220(01) Conversation and Composition
221(01) German Cultural Studies from the Enlightenment to the Present
*222(01) German Culture Today
*223(01) Topics in German Studies: Controversial Women: The Films of Contemporary Filmmaker Margarethe von Trotta
223(01) Topics in German Studies: Eighteenth–Twentieth-Century German Drama
*231(01) German Studies in a European Context: Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Literature
*232(01) German Tutorial: Literature and Culture in a European Context
301(01) Advanced Studies in German Language and Culture
*307(01) Enlightenment and Classicism
*310(01) Transgressions: The German Romantic Spirit
*311(01) Constructing German(y) 1800 to 1848: A Blueprint for the Twenty-first Century
*312(01) Realism and Reality: German Culture in the Age of the First German Unification (1871)
315(01) Behind the Berlin Wall: Culture and Politics in East Germany
*315(01) *BunTesdeutschland?*: Immigration and Representations of Im/migrants in Film and Text
*319(01) Consequences of Modernity: German Culture 1900–1945
*320(01) Culture after Auschwitz: Remembering, Mourning, and Forgetting in Contemporary German and Austrian Literature and Film
325(01) Topic for 2008: German Cultures of Memory in Global Contexts

History

*102(01) Foundation: Justice: Ideals and Practices in History
*140(01) Identity and Community in Early Africa
150(01) Europe and the Atlantic World, 1300–1700
*201(01) Great Debates in American History
*223(01) Religion and Politics in Modern India
*256(01) Interpreting Nature: Ecological Thinking and Practice in Europe, 1500 to the Present
*257(02) Computing Applications in History and the Humanities: War of the Worlds: Witchcraft and Witch Hunting in the Early Modern Era (1500–1800)
*257(01) Computing Applications in History and the Humanities: Frankenstein Meets Multimedia
*259(01) Empire, Race, and the Philippines
*283(05) Topics in the Recent History of the United States: A Cultural and Environmental History of the Mount Holyoke College Campus
301(02) Colloquium: Women and Gender in South Asia
301(02) Colloquium: The Indian Ocean World
*301(06) Colloquium: The Long Nineteenth Century
*301(19) Colloquium: Religion, Modernity and Colonialism in South Asia
*355(01) Early Modern Europe: The Nature of Things: Amerindians and Europeans in North America 1500–1800
*361(03) Modern Europe: The Nineteenth Century History and Multimedia: France 1780–1850
*390(01) South Asian Nationalisms

Interdepartmental Courses

104(01) Public Speaking and Civic Discourse: Theory and Practice
*209(01) Diseases, Debates, and Dilemmas: A Case-Based Exploration of Contemporary Health Issues
212(01) Peer Mentoring: Theory and Practice
*218(01) Interdepartmental Topics Debate

Jewish Studies

*222(01) Engendering Judaism: Women and Jewish Tradition

Medieval Studies

*101(02) Medieval Culture and Society: Europe and the Atlantic World, 1300-1700
*300(01) Seminar in Medieval Studies: Forging the Ring

Philosophy

*102(03) First-Year Seminar: Forbidden Knowledge
280(01) Philosophy for Children
*290(01) Philosophy in Dialogue

Politics

112(01) Speaking and Arguing: The Rhetoric of Peace and War
366(01) International Migration

Psychology

110(01) Introductory Seminars in Psychology: Psychological Controversies
251(01) Animal Behavior
300(01) Seminar in History and Systems of Psychology: Psychology and the Media
*337(01) Seminar in Educational Psychology: Motivation

Religion

226(01) Introduction to the Philosophy of Religion
*230(01) Spirituals and the Blues
*323(04) Topics in Contemporary Theology: Theology Meets *The Matrix*

Russian and Eurasian Studies

151(02) Crown Jewels of Russian Culture
*206(01) Women, Life, and Politics in Modern Russia(1860–2000)

Sociology

103(01) Social Inequality

Spanish

210 Conversation and Culture: Speaking Spanish in the Real World
221(01) Introduction to Spanish and Latin American Film
320(01) Seminar on Spanish/Latin American Cinema: Queer Theory and Recent Queer Film in Latin America
341(01) Contemporary Latin American Literature: Treading the Ebony Path: Afro-Hispanic Literature

Theatre Arts

281(01) Shakespeare
350(02) Seminar: Shakespeare, the Theatre, and the Book

See the appropriate departmental listings for course descriptions. A student may enroll in more than one speaking-intensive or writing-intensive course in a semester if there is space available. Course elections will be reviewed to balance the size of classes. General questions should be directed to the appropriate department chair or to the instructor.

Community-Based Learning (CBL)

Community-based learning is an educational initiative that links Mount Holyoke students with local communities in courses that combine analysis and action. This program enhances understanding of public concerns and fosters leadership, citizenship, and advocacy skills. CBL courses and independent studies bring together students, faculty, and community organizations to work on projects that provide intellectually rigorous experiences for students and tangible benefits to the community. Working with area organizations, students grapple with applying theoretical knowledge to concrete problems and offering solutions. For more information, visit *www.mtholyoke.edu/go/cbl.*

Community-Based Learning Courses

Anthropology

301 Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa
346 Identities/Differences: Anthropological Perspectives

Education

205 Whiteness, Racism, and Inequality in Schools and Society
*220 Foundations of Multicultural Education
301 Education in South Africa

Environmental Studies

200 Environmental Science
390 Senior Seminar in Environmental Studies

Gender Studies

390 Internship or Field Project

History

*102 Foundation
214 History of Global Inequality

Physical Education and Athletics

*210 Outdoor Leadership Skills
261 Women in Sport
307 Red Cross Water Safety Instructor

Philosophy

280 Philosophy for Children

Politics

*251 Black and Latino Politics
*348 Colloquium in Politics: Community Development

Psychology

233 Educational Psychology
*337 Seminar in Educational Psychology
340 Laboratory in Perception and Cognition

Sociology

301 Education in South Africa

Departmental and Interdisciplinary Majors

Mount Holyoke offers the following departmental and interdisciplinary majors. For more information on majors and minors, see the Bachelor of Arts Degree and College Requirements chapter.

African American and African Studies
American Studies
Ancient Studies
Anthropology
Architectural Studies
Art (history and studio)
Asian Studies
Astronomy
Biochemistry
Biological Sciences
Chemistry
Classics
Computer Science
Critical Social Thought
Dance
Economics
English
Environmental Studies
European Studies
Film Studies
French
Gender Studies
Geography
Geology
German Studies
Greek
History
International Relations
Italian
Latin
Latin American Studies
Mathematics
Medieval Studies
Music
Neuroscience and Behavior
Philosophy
Physics
Politics
Psychology
Psychology and Educational Studies
Religion
Romance Languages and Literatures
Russian and Eurasian Studies
Self-designed Studies
Sociology
Spanish
Statistics
Theatre Arts

African American and African Studies

The major and minor in African American and African Studies is administered by the African American and African Studies Committee: Professors Gabriel (economics), Gadjigo (French), Grayson (religion), Lemly (English); Associate Professors Brown (English), Hanson (history), Morgan (history), Smith (politics), Stephens (English), Wilson (economics and African American and African studies); Assistant Professors Banks (sociology), Brodie (biological sciences), Douglas (psychology and education), Mosby (Spanish), Olabode (music); Visiting Assistant Professor Elliott (African American and African studies).

Contact Persons

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

As a field of inquiry, African American and African studies describes and analyzes the origins and experiences of people of African descent wherever they live or have lived. These fields are inherently comparative, international, and interdisciplinary in approach, embracing the range of fields in the humanities and social sciences and including the performing arts.

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

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

Students can choose one of two concentrations or take a combination of courses from each concentration in the major and minor. Each concentration has its own set of requirements that majors and minors have to fulfill. Students can also select a combination of courses from each concentration.

The Concentration in African American Studies

The intent of African American studies is to provide a systematic investigation and analysis of the thoughts, experiences, and conditions under which people of African descent live in the United States. Courses making up the concentration will draw upon different disciplines to explore how African Americans relate to each other, to other Americans, and to other people of African descent living in the Americas, Europe, and Africa. Students majoring in the field should understand how blacks shape their lives in particular historical, social, political-economic, and cultural contexts.

Independent study or fieldwork is highly recommended to allow the student to study a particular topic in depth or to apply what she has learned in the classroom to issues affecting African Americans in the larger world. Students are also encouraged to take advantage of opportunities for internships, study abroad, and exchange at other institutions.

Requirements for the Concentration

Credits

- A minimum of 40 credits
- 20 of these credits must be at the 300 level in at least two different disciplines.

Courses

- African American and African Studies 101, Introduction to African American Studies
- One class on people of African descent in either Africa, the Caribbean, or the African diaspora at the 200 or 300 level

Other

- Independent Study 395 is strongly recommended.

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

African American and African studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

The Minor Concentration in African American Studies

The program should be planned carefully for coherence and integrity.

Credits

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

Courses

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

Other

- Signature of the program chair

Course Offerings

101f Introduction to African American and African Studies

Fall 2006: Identity, Community, and Progress
In this introduction to the African American experience in twentieth-century America, historical, cultural, economic, political, and aesthetic elements of the urban African American experience are examined. Because of the interdisciplinary nature of African American studies, we consider methodological issues as they bear on the constitution of the African American subject, the descriptive edifices of the contemporary African American community, and programs for liberation.
Meets multicultural requirement; meets Social Sciences III-A requirement.
Z. Elliott
2 meetings (75 minutes); 4 credits; enrollment limited to 25

206s Black Women Writers: Feminist Visions from the African Diaspora
(Writing-intensive course; same as Gender Studies 204) This course will explore the influence of feminist politics on the writing of women throughout the African Diaspora. By exploring the different cultural, political, and historical contexts in which these writers work, we will attempt to define the continuities and conflicts that exist within the vast field of black women's writing. Why, when, and how did a black feminist consciousness emerge? How did racial tensions within the predominantly white feminist movement lead to the development of a separate black "womanist"/Third World agenda? How does feminist literature of the African Diaspora challenge negative stereotypes and misrepresentations of black women's realities?
Meets multicultural requirement; meets Humanities I-A requirement.
Z. Elliott
Prereq. African American and African Studies 101, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***208 Introduction to Twentieth-Century Critical Race Theory**
(See Critical Social Thought 253)

***210 African American Culture and Society**
A theoretical examination of the cultural economy of race. Investigations center on the ways African Americans practically develop and contest "meaning" through their own readings of and uses for cultural products. Three problematics will be emphasized: representation, subjectivity, social inequality. What is at stake in various representations of blackness? What are the material effects of those representations? What are the social inequalities produced by race, gender, class, etc. processes? How are inequalities regu-

lated/resisted in and through culture? What are the changing historical conditions under which agents produce (are produced by) race knowledges and black cultural politics?
Meets multicultural requirement; meets Social Sciences III-A requirement.
L. Wilson
Prereq. 4 credits in department or permission of instructor; 2 meetings (75 minutes); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
1 to 4 credits

***306s Black Masculinities: The Performance of Gender in African American Culture**
(Writing-intensive course) This course will explore the construction and performance of black masculine identities within the U.S. By exploring the different political and historical contexts in which gender identities are formed, students will seek to understand the various agendas which are served by particular performances of black masculinity. In U.S. society, what does it mean to be a man? What does it take to defy "the Man"? How do exaggerations of particular masculine attributes enhance or diminish male power? Has a history of racial oppression impacted the ability of black men to perform "authentic" masculine roles? Why do some black male identities seem to replicate the oppression of the dominant society?
Meets multicultural requirement; meets Humanities I-B requirement.
Z. Elliott
Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

308s Luminous Darkness: African American Social Thought
Examines the causes of and proposed solutions to "the Negro problem" in post-Civil War American social policy. Focuses on the life, work, and legacies of DuBois. Drawing on domestic and diasporic fictional and nonfictional depictions of black life in the "DuBoisian century," the course considers different responses to his 1903 question, "How does it feel to be a problem?" Review of theories and policies targeting blacks and their environment allows us to critique black modernity (as "exceptional" and/or "damaged"), assess the changing role of black intellectuals in society, evaluate "race theory," and consider dominant and marginal attempts to analyze and overcome the "color line" in America.
Meets multicultural requirement; meets Social Sciences III-A requirement.
L. Wilson
Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits

***320f Gender, Terror, and Trauma in African American Culture**
This course will explore representations of violence in African American culture, with special consideration given to literary depictions of rape and lynching. After examining the historical function of violence within the United States, students will perform a comparative analysis of texts authored by black women and men. We will also explore cultural, social, and political movements (abolition, civil rights, black power, black feminism, hip-hop) that have emerged in response to the violent policing of black bodies. How has violence been used to terrorize blacks? What role has violence played in the African American struggle for liberation and equality?
Meets multicultural requirement; meets Humanities I-A requirement.
Z. Elliott
Prereq. 8 credits in the department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

335f Black Feminism: Theory and Praxis
(Writing-intensive course) This course explores foundational texts of major authors along with lesser-known contributors to the black feminist movement, from the nineteenth century to the present. It also examines the various ways in which black feminist theory has been expressed in and applied to the arts and political activism, analyzing black feminist cultural criticism as it applies to music, film, fine arts, performance, and literature. Conflicts and continuities between black and white feminists, and the role of profeminist men within the movement will be considered as well.

Meets multicultural requirement; meets Humanities I-A requirement.
Z. Elliott
Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

340s Sex, Love, and Gender in Contemporary African American Film
(Writing-intensive course) This course will explore the representation in film of intimate relationships among African Americans. Confronting an ongoing history of racist, sexist, and homophobic images, films produced by and featuring blacks can offer alternate interpretations of love, romance, and sexuality. Coupled with literature and theoretical readings by feminists and black cultural critics, students will consider the function of—and challenges to—intimacy in interpersonal relationships among African Americans. Directors under consideration include Spike Lee, Kasi Lemmons, Marlon Riggs, and Sanaa Hamri.
Meets multicultural requirement; meets Humanities I-A requirement.
Z. Elliott
Prereq. African American and African Studies 101, plus 8 credits in African American and African Studies or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

395fs Independent Study
Does not meet a distribution requirement.
The department
1 to 8 credits

Courses Counting toward the Major and Minor

See department listings for descriptions and course offerings.

Core

African American Studies
210 African American Culture and Society

American Studies
301 Senior Seminar on Richard Wright

English
250 African American Literature

History
281 African American History to 1865
282 African American History since 1865

Electives

American Studies
290 Topics in American Studies: Comparative Racializations: Latinos, African Americans, and Asian Americans
301 Senior Seminar: American Orientalisms: Afro/Arab/Asian Connections

Dance
132 Intro to Hip-Hop
142B Comparative Caribbean Dance
232 Intermediate Hip-Hop

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

English
101 Contemporary Autobiography: Race, Sexuality, Style
101 Memories of Home
101 The Poetics of Race and Identity
208 African American Poetry
250 Twentieth-Century and Contemporary African American Literature: Innovation, Strategy, Form
251 African American Diasporas: Literature and Culture
271 Women Writers: Black and White Southern Women Writers
339 Race, Romance, and Reform: Nineteenth-Century African American Women's Literature
350 Studies in African American Literature: Slavery and the American Literary Imagination
351 Toni Morrison
370 The Caribbean in American Culture
372 Contesting Borders: The Literature of Exile
375 The Conceptual Black Body in Twentieth-Century and Contemporary Visual Culture

379 Suzan-Lori Parks, Revolutionary Playwright

Gender Studies

204 Women and Gender in the Study of Culture: Black Women Writers: Feminist Visions from the African Diaspora
333 Interdisciplinary Seminar: Black Feminism: Theory and Praxis
333 Interdisciplinary Seminar: Sex, Love, and Gender in Contemporary African Film

History

101 African American Autobiographies and Biographies
280 Race and Gender in North American History: African American Women and U.S. History
301 Colloquium: Slaves and Their Allies
301 Colloquium: Segregation: Origins and Legacies
375 American History: The Middle Period: The Age of Emancipation
381 Recent American History: The Civil Rights Movement

Latin American Studies

170 Readings in Caribbean Literature
260 Afro-Latin America: From Slavery to Invisibility
276 Contemporary Caribbean Societies
289 Slavery in the Americas
373 Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers

Philosophy

248 Philosophical Issues in Race and Racism

Politics

210 Minorities and the Law
244 Urban Politics and Policies
250 Politics of Black Urban Reform
251 Black and Latino Politics
252 Topics in Urban Studies
313 The Politics of Poverty
347 Race and Urban Political Economy
348 Colloquium in Politics: Community Development

Psychology

213 Psychology of Racism

Religion

107 The Women Who Shaped the Mind of Frederick Douglass
218 Women in American Religious History
228 On Human Freedom: Lordship and Bondage in Religion and Culture
230 Spirituals and the Blues

Sociology

216 Issues in Sociology: Racial and Ethnic Relations
316 Special Topics in Sociology: Class in the Black Community
316 Special Topics in Sociology: Black Cultural Production and Consumption

Theatre Arts

350 Suzan-Lori Parks, Revolutionary Playwright

The Concentration in African Studies

The intent of African studies is to provide a systematic investigation and analysis of the thoughts, experiences, and conditions under which people of African descent live on the continent of Africa. Courses making up the concentration will draw upon different disciplines to explore how Africans relate to each other within and across regions and nation-states and to people of African descent in the Diaspora. Students majoring in the field should understand how Africans shape their lives in particular historical, social, political-economic, and cultural contexts.

Independent study or fieldwork is highly recommended to allow the student to study a particular topic in depth or to apply what she has learned in the classroom to issues affecting Africans in the larger world. Students are also encouraged to take advantage of opportunities for internships, study abroad, and exchange at other institutions.

Requirements for the Concentration

Credits

- A minimum of 40 credits
- 20 of these credits must be at the 300 level in at least two different disciplines.

Courses

- History 141, Violence and Social Change in Modern Africa
- One class on people of African descent in either the Americas, the Caribbean, or the African Diaspora at the 200 or 300 level

Other

- Independent Study 395 is strongly recommended.

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

The Minor Concentration in African Studies

The program should be planned carefully for coherence and integrity.

Credits

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

Courses

- History 141, Violence and Social Change in Modern Africa

Other

- Signature of the program chair

Courses Counting toward the Major and Minor

See department listings for descriptions and course offerings.

Core

English
253 African Literature

Geography
217 The African Environments

History
140 Identity and Community in Early Africa
141 Violence and Social Change in Modern Africa

Electives

Anthropology
301 Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa

Dance
142A West African Dance
243A Cultural Dance Forms: West African

Earth and Environment
304 Selected Problems in Regional Geography: Africa—Problems and Prospects
311 Third World Development

Educational Studies
301 Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa

English
101 Seminars in Reading, Writing, Reasoning: Into Africa
251 Literature of the Black Empire
253 African Literature
337 The Political Imagination in Contemporary South Africa

French
219 The French-Speaking World
311 *Paris dans l'imaginaire Africain*
370 *Contes et Legendes d'Afrique Francophone*

Geography

215 Geography of the Middle East and North Africa

319 Africa: Problems and Prospects

German Studies

241 Special Topics in German Studies: *BunTesrepublik Deutschland*: Afro-Germans and Turkish Im/ Migrants in Film and Text

History

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

241 African Popular Culture

296 Women in History: African Women's Work, 1880–1980

301 Colloquium: Food and Famine in African History

301 Colloquium: Money in History

341 Topics in African History: When Worlds Collide: The Colonial Moment in Africa

341 Topics in African History: Power and Exchange in the African Past

Latin American Studies

170 Readings in Caribbean Literature

276 Contemporary Caribbean Societies

373 Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers

Music

126 Introduction to World Music

161 West African Drumming Ensemble

166 Introduction to the Music of Africa

Politics

213 African Political Systems

Sociology

103 Contemporary South Africa

301 Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa

329 Social Change in Southern Africa

Spanish

261 Afro-Spanish Literature

341 Contemporary Latin American Literature: Treading the Ebony Path: Afro-Hispanic Literature

American Studies

Steering committee: Professors Staiti (art history, *cochair*), Weber (English, *cochair*); Associate Professors Brown (English), Renda (gender studies and history). Faculty on the Program: Professors Benfey (English), Crosthwaite (religion), Czitrom (history), Gudmundson (history and Latin American studies), Marquez (Latin American studies), Moseley (economics), Savoy (environmental studies, geography, geology); Associate Professors Morgan (history), Roth (sociology and anthropology), Smith (politics), Young (English); Visiting Associate Professor Fox (complex organizations, fall only); Director of Art Museum Doezema. Visiting faculty: Visiting Assistant Professor Tiongson.

Contact Persons

Cynthia Meehan, *senior administrative assistant*
Paul Staiti, *cochair*
Donald Weber, *cochair*

American studies is an interdisciplinary major that does not take its subject matter for granted. Instead, it provides opportunities for students to explore questions about the multiple meanings of America and the rich diversity of American identities from a variety of perspectives across the curriculum. How is America defined within different historical, cultural, social, and political contexts? How do these definitions change over time and space and in different communities? By working across the disciplines, students can address critical issues about the culture and society of the U.S. in the past and the present. By working across geographical borders, they can understand the U.S. within comparative and international frameworks.

Requirements for the Major

Credits

- A minimum of 40 credits dealing with the United States, chosen from the various departments represented by faculty on the program committee and by the suggested courses

Courses

- First-year students are encouraged to take one of the 100-level courses listed below.
- American Studies 201, Perspectives in American Studies
- American Studies 301, Senior Seminar
- 8 credits from these survey courses:
    - Art 250, American Painting, 1880–1980
    - Art 255, American Art and Architecture, 1620–1880
    - English 240–241, American Literature I and II
    - History 170–171, The American People, 1500–1865 and The American People since 1865 *or* History 281–282, African American History to 1865 and African American History: 1865 to the Present

Majors should aim for chronological scope in the surveys.

- 8 credits at the 100 or 200 level from the surveys above or the courses suggested below
- 20 credits in 300-level courses (including American Studies 301)

Other

Within the above requirements, majors must study each of the following areas in at least one course at any level.

- 4 credits in the social sciences
- 4 credits in African American culture or society
- 4 credits in a course that critically assesses those experiences and peoples of the Americas not traditionally included in American studies. Examples include courses on the cultures of Latin America; American Indians; and Latino, Asian American, or other immigrant communities in the United States.

American studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

The committee chair advises all majors until they select appropriate faculty advisors from the committee. In designing individual programs, students should consider electing courses in the theory and methodology of specific disciplines, as well as in non-U.S. courses that allow her to view the American experience from a comparative perspective. Students are encouraged, in consultation with their advisors, to develop their own concentration within the major to give their studies focus. Concentrations may range widely according to individual interests, such as environmental and urban issues, media and popular culture, literature and the arts, immigration and ethnicity. Asian American studies may be selected as a concentration in conjunction with the Five College Certificate in Asian/Pacific/American Studies (see the Five College Consortium chapter).

A regular exchange program with Sussex University in England allows a limited number of juniors to study abroad each year in one of the premier American studies programs outside the United States. There are also opportunities for study and internships at other institutions, such as the Smithsonian and the Mystic Seaport Maritime Studies Program.

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

- American Studies 201, Perspectives in American Studies
- American Studies 301, Senior Seminar
- At least two other courses above the 100 level from the courses listed below

Course Offerings

201s Introduction to the Study of American Culture

Comparative Migrations: Borders, Narratives, and Myths
This course is a comparative study of multiple forms of migration that have shaped and continue to shape our understanding of America. Relying on political documents, visual images, films, music, and literature, it focuses on specific forms of migration—westward expansion, nineteenth-century European immigration, the Great Migration, postwar suburbanization, post-'65 immigration, and contemporary border crossings—and their role in the formation of American identity and society. The aim of the course is to familiarize students with American studies' expanding methods of inquiry as well as emerging themes, debates, and developments.
Meets Humanities I-B requirement.
A. Tiongson
2 meetings (75 minutes); 4 credits; enrollment limited to 20

290f Topics in American Studies

Fall 2007: Comparative Racializations: Latinos, African Americans, and Asian Americans
This course is a comparative study of the racialization of Latinos, African Americans, and Asian Americans in a number of areas including labor, court cases, popular culture, electoral politics, and urban race relations. It illuminates how these groups position themselves and are positioned as racial subjects in distinct and historically specific ways but also in relational and mutually constitutive ways. The aim is to provide a nuanced understanding of the trajectory of contemporary U.S. racial formations without losing sight of existing relations of power and privilege.
Meets Humanities I-B requirement.
A. Tiongson
4 credits; enrollment limited to 25

295fs Independent Study
Does not meet a distribution requirement.
The department
1 to 4 credits

301fs Senior Seminar

Fall 2007

(01) Youth Culture, Race, Gender, and Sexuality
(Same as Gender Studies 333f) This course provides a rigorous theoretical and historical understanding of youth culture incorporating insights from the fields of cultural studies, feminist theory, queer theory, ethnic studies, and diaspora studies. We will study a variety of youth expressive forms including teen magazines, high school proms, riot grrrl culture, Chicano/a punk, and Bollywood film. The aim of the course is to provide a more nuanced understanding of youth culture, a sense of how youth culture both reflects and shapes existing social relations.
Meets Humanities I-B requirement.
A. Tiongson
1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 13

(02) American Orientalisms: Afro/Arab/Asian Connections
Linking European imperialism to false constructions of the "Other," Edward Said's theory of Orientalism enables a comparative approach to Afro/Arab/Asian experiences. 9/11 and the current war in Iraq compel this investigation of genealogies of both American Orientalism and the "Third World" self-determination inspired by Marxist, postcolonial, or religious thought. Feminist critiques reveal the gendered nature of Orientalist discourses, while theories of Occidentalism and Afro-Orientalism highlight counter-discursive strategies. This course examines both the global forces that "divide and conquer" and the" "polycultural" alliances that generate alternative visions of social organization.
Meets Humanities I-B requirement.
K. Cardozo
1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

Spring 2008

(01) Prison Writing
(Same as English 348) Some are castigated as rule breakers. Structures are built to cage them. In these realms, men and women are cordoned off, envisioned and held separately in their transgressions. What stories emerge from the prisoners' mouths? Do those stories challenge the deep architecture of the prisons themselves? In this seminar we will look at media, legal, and historical representations of prisoners, and especially writing by prisoners themselves. Authors will include Jimmy Santiago Baca, Patricia McConnel, Jarvis Jay Masters, Angela Davis, and Michel Foucault.
Meets multicultural requirement; meets Humanities I-A requirement.
S. Davis
Prereq. jr, sr, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

(02) Imperial Legacies and Colonized Subjectivities
This course is a comparative study of the shared experiences of colonization, conquest, and displacement among Filipinos, Puerto Ricans, and Native Hawaiians. It operates from the assumption that a critical consideration of their collective experiences not only deepens our comprehension of their social and historical formations but also points to intriguing analytic possibilities that extend beyond the specificities of their histories. In particular, the course asks what an examination of these experiences reveals about America and what it means to be American.
Meets Humanities I-A requirement.
A. Tiongson
Prereq. jr, sr, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

**Studies in American Literature: The Career and Legacy of Richard Wright*
(Same as English 345f) The first half of this seminar examines the major works of Richard Wright, including *Uncle Tom's Children*, *12 Million Black Voices*, *Native Son*, *Black Boy* , and *Black Power*. The second half explores Wright's literary influence and

political legacy to a range of modern and contemporary authors, including Zora Neale Hurston, Chester Himes, Ousmane Sembene, James Baldwin, and Toni Morrison.
Meets multicultural requirement; meets Humanities I-A requirement; meets English department seminar requirement.
D. Weber
Prereq. jr, sr, 8 credits in department beyond English 101 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 18

**Race, Gender, and Empire: Cultural Histories of the United States and the World*
(Same as History 301 and Gender Studies 333) Recent cultural histories of imperialism—European as well as U.S.—have illuminated the workings of race and gender at the heart of imperial encounters. This course will examine the United States' relationship to imperialism through the lens of such cultural histories. How did encounters between Native Americans and European colonizers, as lived and as remembered, call into play racial and gender identities? How have the legacies of slavery been entwined with U.S. imperial ambitions? How did racialized constructions of gender and sexuality shape the "American Century?" And what can we learn from transnational approaches to "the intimacies of empire?"
Meets Humanities I-B requirement.
M. Renda
Prereq. 8 credits in history, permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

**Cultural Studies: Theories and Practices*
(Same as English 364) In this course we will read some of the central texts emerging from the field of cultural studies. In their research projects, students will have the opportunity to put into practice both ethnographic and semiotic approaches to cultural phenomena. Assigned readings will include work by Raymond Williams, Constance Penley on *Star Trek* fanzines, Kathy Acker on body-building, Anna Deavere Smith, Roland Barthes, and Stuart Hall. Can we "read" the world like a text? Why should we? What changes when we open up our field of inquiry in this way?
Meets Humanities I-A requirement.
S. Davis
Prereq. jr, sr, 8 credits in department beyond English 101; 1 meeting (3 hours); 4 credits

**Hitchcock and After*
(Same as English 374s and Film Studies 320s) This course will examine the films of Alfred Hitchcock and the afterlife of Hitchcock in contemporary U.S. culture. We will interpret Hitchcock films in a variety of theoretical frames, including feminist and queer theories, and in historical contexts including the Cold War. We will also devote substantial attention to the legacy of Hitchcock in remakes, imitations, and parodies. Hitchcock films may include *Spellbound, Strangers on a Train, Rear Window, Vertigo, North by Northwest, Psycho, The Man Who Knew Too Much, Mamie,* and *The Birds;* additional works by Brooks, Craven, De Palma, and Sherman. Readings in film and cultural theory; screenings at least weekly.
Meets Humanities I-A requirement.
E. Young
Prereq. jr, sr, at least 4 credits in film studies, and at least 4 credits in English beyond 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment may be limited

395fs Independent Study
Does not meet a distribution requirement.
The department
1 to 8 credits

Suggested Courses for Majors

See department listings for complete descriptions. Other courses may apply as well with permission of chair or advisor.

	African and African American Studies
101f	Introduction to African American and African Studies: Identity, Community, and Progress
320f	Gender, Terror, and Trauma in African American Culture

Art History

350f The Gilded Age

English

101f Contemporary American Autobiography: Race, Sexuality, Style
212f Jewish American Fiction
250f Twentieth-Century and Contemporary African American Literature: Innovation, Strategy, Form

Film Studies

260f The Musical Film

Gender Studies

333f Emily Dickinson in Her Times

History

171s American Peoples since 1865
275f American Women's History, From Settlement to Reconstruction
276s U.S. Women's History since 1880
281f African American History to 1865
283f American Foreign Policy
283f We Didn't Start the Fire: U.S. since WW II
371s Early American History
381s The Sixties as History and Myth

Latin American Studies

170f Readings in Caribbean Literature
175s The Historical Emergence of the Caribbean
180f Introduction to Latin American Cultures
275s Paradigms of New World Thought
278f The Fiction of History: Truth and Imaginative Invention in the Latin American Novel
288f Modern Mexico

Politics

104fs American Politics
246s American Political Thought
266f Environmental Politics in America
347f Race and Urban Political Economy

Psychology

213f Psychology of Racism

Religion

218f Women in American Religious History
230s Spirituals and the Blues
219f Religion and Revolution in the Nineteenth-Century West
323s The Women Who Shaped the Mind of Frederick Douglass
326f Buddhism in the Pioneer Valley

Spanish

105f Modern Latin American Women Writers
211f Hispanic Cultures and Civilizations
219s U.S. Latino/a Literature
221f Introduction to Spanish and Latin American Film
235f Introduction to Latin American Literature I
237s Introduction to Latin American Literature II
320s Feeling the Fake: Pedro Almodovar
341s Literature of the Revolution or Revolution of Literature in Latin America
361s From Bicycle Thieves to *Guerrilleros*: Italian, French, and Latin American New Cinemas

Ancient Studies

The major and minor in ancient studies are administered by the Department of Classics and Italian. Advisors in ancient studies: Professors Bergmann, McGinness; Associate Professors Arnold, Debnar (*chair*), Sumi (on leave spring 2008).

Contact Persons

Susan LaBarre, *senior administrative assistant*
Paula Debnar, *chair*

The major in ancient studies encourages the study of ancient civilizations from an interdisciplinary and inclusive perspective. Currently majors may choose from among five concentrations: Greek Studies, Roman Studies, Art of the Ancient Mediterranean, Ancient History, Comparative Myth and Epic: Ancient India. On consultation with her advisor, a student may select her courses from among those offered in classics, art history, history, Asian studies, philosophy, politics, and religion. Each major will be required to complete at least one course outside her area of concentration treating any area of study in the ancient world (including Judaic studies or Near Eastern studies). Through this major students will attain a deeper and more sophisticated knowledge of the ancient world.

Requirements for the Major

Credits

- A minimum of 32 credits

Courses

The 32-credit minimum should include:
- History 120, The History of Ancient Greece and Rome
- Art History/Classics 211, Gods and Mortals: Myth in Ancient Art and Literature
- A minimum of 4 credits in Greek or Latin at the 200 level (or above) or Asian Studies 142: Elementary Sanskrit
- 4 credits in a course outside the concentration
- At least 12 credits at the 300 level within the concentration (may include advanced language courses, seminars, and independent study)
- Other courses from among those offered in classics, art history, ancient history, ancient philosophy, politics, and religion.

Other

- For the concentration in Comparative Myth and Epic: Ancient India, a student may substitute Elementary Sanskrit II (Asian Studies L142) for Greek or Latin at the 200 level (or above). In this case she will be required to take at least two courses in Indian studies (at least one of which must be at the 300 level). The remaining three courses (at least two of which must be at the 300 level) can be selected from among those offered in classics, art history, ancient history, ancient philosophy, and religion.

Ancient studies is not a 40-credit major; therefore, ancient studies majors must also fulfill the College's "outside the major" requirement by means of a minor or a Five College certificate program (see p. 7).

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

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Either History 120, Ancient Greece and Rome or Art History/Classics 211, Gods and Mortals: Myth in Ancient Art and Literature
- At least one course at the 300 level chosen

from classics, art history, ancient history, Asian studies, ancient philosophy, and religion
- The remaining 12 credits may come from classes above the 100 level in classics, art history, ancient history, Asian studies, ancient philosophy, or religion.

Course Offerings

See the Classics chapter, as well as relevant courses in art history, Asian studies, history, philosophy, politics, and religion.

Anthropology

The anthropology major and minor are administered by the Department of Sociology and Anthropology: Professors Battaglia, Lass (on leave 2007–2008), Morgan; Associate Professors Roth (on leave 2007–2008), Townsley (*chair*); Visiting Assistant Professors Eng, Heller, Ryer.

Contact Persons

Susan Martin, *senior administrative assistant*
Eleanor Townsley, *chair*

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

Requirements for the Major

Credits

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

Courses

- 105, Introduction to Cultural Anthropology
- 235, Development of Anthropological Thought (*or* Sociology 223, Development of Social Thought)
- 275, Doing Ethnography: Research Methods in Anthropology
- 350, Issues in Contemporary Anthropological Theory
- One cultural area course from among:
    - 204, Anthropology of Modern Japan
    - 205, Cultures of Europe
    - 207, Peoples of the South Pacific
    - 208, Topics in Ethnology

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

Requirements for the Minor

Credits

- A minimum of 16 credits in anthropology beyond the 100 level
- At least 4 credits at the 300 level

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

Course Offerings

105fs Introduction to Cultural Anthropology
Introduces the analysis of cultural diversity, including concepts, methods, and purposes in interpreting social, economic, political, and belief systems found in human societies.
Meets multicultural requirement; meets Social Sciences III-A requirement.
The department
2 meetings (75 minutes); 4 credits; enrollment limited to 40

***202s Latin American Society and Culture**
This course covers major topics in the social anthropology of Latin America, including patterns of land tenure, the colonial legacy and its impact on production and social formation, race and ethnicity, lowland indigenous societies, peasant studies, religion, development and underdevelopment, and social movements, including revolutions. It focuses on anthropological themes and controversies of historical and contemporary relevance.
Meets multicultural requirement; meets Social Sciences III-A requirement.
L. Morgan
Prereq. Anthropology 105 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***203s Exploring Asian Americas**
The concept of "Asian America" developed in the 1960s in conjunction with the broader civil rights movement. Since the 1960s, new migration has dramatically changed the composition of Asian America, and new theoretical perspectives challenge us to reexamine the concept itself. While a clear division between Asia and the U.S. was inherent in the original concept of Asian America, more recent theories of hybridity, diaspora, and transnationalism blur such clear-cut boundaries around national, ethnic, and racial formations. In this course, we will examine these empirical changes in migration and ethnic identification as well as the shift in theoretical paradigms for understanding them.
Meets multicultural requirement; meets Social Sciences III-A requirement.
J. Roth
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***204f Anthropology of Modern Japan**
Since the mid-nineteenth century, Americans have viewed Japan as the Orient's most exotic and mysterious recess, alternately enticing and frightening in its difference. Intense economic relations and cultural exchange between Japan and the U.S. have not dispelled the image of Japanese society and culture as fundamentally different from our own. In this course, we will strive for greater understanding of shared experiences as well as historical particularities. Issues covered may vary from one semester to another, but frequently focus on work, women, minorities, and popular culture. Films and anthropological works provide ethnographic examples of some key concepts.
Meets multicultural requirement; meets Social Sciences III-A requirement.
J. Roth
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***205s Cultures of Europe**
What happens when anthropology goes to Europe? This course examines a variety of cultural experiences from continental Europe and the British Isles. Specific problem areas (such as political, national, and religious identity, peasant and urban environments, tourism, and witchcraft) are explored from alternative theoretical perspectives. In addition to lectures and readings, the course relies on guest lecturers and films.
Meets Social Sciences III-A requirement.
A. Lass
Prereq. Anthropology 105 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***207fs Peoples of the South Pacific**
This course emphasizes the social and cultural diversity of peoples in Polynesia, Micronesia, Melanesia, and Australia. Special attention is given to social relationships, political economies, ritual, and religious practices in modernity.
Meets multicultural requirement; meets Social Sciences III-A requirement.
D. Battaglia
Prereq. Anthropology 105; 1 meeting (3 hours); 4 credits; enrollment limited to 25

208f Topics in Ethnology
This course offers a periodic examination of culture areas not covered in other area courses, such as Amazonia, Native North America, or Central Asia. Topics vary from year to year.

Fall 2007: The Latino City
(Writing-intensive course) What would an anthropology of the Latino city look like, and how would it draw on or differ from historical or sociological paradigms? This course explores the ongoing transformation of North American urban spaces by successive and overlapping waves of migration from Latin America and the Caribbean. Interspersing theoretical questions with ethnographic materials from a number of sites (principally Miami, L.A., the Rio Bravo, and New York), this seminar examines the production and reproduction of urban Latino culture under industrialization, postcolonialism, and globalization. We will also examine the relationship between representations of the city and the everyday experience of it.
Meets multicultural requirement; meets Social Sciences III-A requirement.
P. Ryer
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***212f Shopping and Swapping: Cultures of Consumption and Exchange**
(Speaking- and writing-intensive course) We shop for our food, for our clothes, for our colleges. We purchase cars, manicures, and vacations. It seems that there is little that cannot be bought or sold. But we also give and receive gifts, exchange favors, "go dutch" in restaurants, and invite friends for potlucks. This course examines exchange systems cross-culturally, in order to understand their cultural significance and social consequences. It explores how our own commodity exchange system, which appears to be no more than an efficient means of distributing goods and services, in fact contains intriguing symbolic dimensions similar to the gift exchange systems of Native North America, Melanesia, and Africa.
Meets multicultural requirement; meets Social Sciences III-A requirement.
J. Roth
2 meetings (75 minutes); 4 credits; enrollment limited to 30

216s Special Topics in Anthropology

Spring 2008: Anthropology of Nature
This seminar explores the place and meaning of "nature" in the postindustrial world. Drawing from recent contributions from fields such as political ecology, geography, poststructuralism, feminist theory, and queer and gender studies, this seminar reflects upon the different forms in which societies are reshaping both the idea and practices of nature in an age of hypermobile social and economic transformations. By exploring issues surrounding sex-change surgery, bioprospecting, ecotourism, and agricultural biotechnology, we will gain insight into the ways the nature concept is being stretched and redefined as it drives heated epistemological and global political debates.
Meets multicultural requirement; meets Social Sciences III-A requirement.
C. Heller
Prereq. Anthropology 105 or permission of instructor; 2 meeting (75 minutes); 4 credits; enrollment limited to 30

**Anthropology of Food and Agriculture*
(Same as Gender Studies 212s(02)) This course examines the topics of food and agriculture by exploring food-related practices within households and communities and the interconnections between different parts of the food system—including markets, local cuisine, farming systems, international regulations, genetically modified foods, and global trade. Drawing from theoretical perspectives including feminist theory, political ecology, and science studies, we will examine food and agriculture as markers of ethnicity, nationality, and class. In addition, we will explore the gendered dimensions of food production and provisioning, examining in turn the place of women in systems of food marketing and consumption.
Meets Social Sciences III-A requirement.
C. Heller
Prereq. Anthropology 105 or permission of instructor; 2 meeting (75 minutes); 4 credits; enrollment limited to 30

***226s The Anthropology of International Development**
This course explores international economic development from an anthropological perspective. We examine theories used to explain development and underdevelopment, including modernization, globalization, and dependency theories as well as poststructural critiques of development discourse. Using case studies from Latin America, Africa, and elsewhere, we will examine intellectual and applied anthropological contributions to development issues and problems.
Meets multicultural requirement; meets Social Sciences III-A requirement.
L. Morgan
Prereq. Anthropology 105 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***230s Language in Culture and Society**
Every society is held together by systems of interpersonal and institutional communication. This course examines the nature of communication codes, including those based on language (speaking and writing) and those based on visual images (art, advertising, television). To understand communication in its social and historical dimensions,

we study the psychological and cultural impact of media revolutions and then look at ways communication systems manipulate individual consciousness. Illustrative examples are drawn from Western and non-Western societies.
Meets multicultural requirement; meets Social Sciences III-A requirement.
A. Lass
Prereq. Anthropology 105; 1 meeting (3 hours); 4 credits; enrollment limited to 30

232f Performing Culture: Sacred and Secular
An anthropological inquiry into spiritual values and practices in selected societies, this course examines the ways in which worldviews influence social behavior and are themselves influenced by historical circumstances. Topics include the analysis of moral and ethical beliefs expressed in symbolic forms such as art, architecture, and ritual, as well as relations of power expressed in witchcraft and sorcery beliefs, and in sacred narratives and pilgrimages.
Meets multicultural requirement; meets Social Sciences III-A requirement.
D. Battaglia
Prereq. Anthropology 105; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

235s Development of Anthropological Thought
(Speaking- and writing-intensive course)
This course will review the key issues and paradigm shifts in the development of anthropology from its foundations in classical thought through its emergence as an independent discipline to its coming-of-age in the 1960s. The readings will include works from the American, British, and Continental traditions.
Meets Social Sciences III-A requirement.
P. Ryer
Prereq. jr, sr and 8 credits in department; 2 meetings (75 minutes); 4 credits

238f Introduction to Physical Anthropology
Physical anthropology is the study of human evolutionary biology within the context of human culture and behavior. This course is designed to introduce the fundamentals of this field, from the principles of evolution and genetics to primate studies and the fossil evidence for hominid evolution. Throughout the course, we will explore scientific ways of answering questions about human origins and modern human diversity from an evolutionary perspective.
Meets Social Sciences III-A requirement.
J. Eng
2 meetings (75 minutes); 4 credits; enrollment limited to 40

240f Medical Anthropology
Biocultural aspects of disease and healing are examined through case studies of nonindustrialized societies, including the relationship between malaria and sickle cell anemia in West Africa and ritual cannibalism, AIDS, and a degenerative nervous-system disorder (kuru) in highland New Guinea. This course surveys the cultural construction of suffering and healing, the medicalization of human social problems, and inequities in the distribution of disease and therapy.
Meets multicultural requirement; meets Social Sciences III-A requirement.
L. Morgan
Prereq. Anthropology 105; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

275s Doing Ethnography: Research Methods in Anthropology
This course examines anthropological fieldwork techniques including interviewing and participant observation, as well as qualitative approaches to the analysis of cultural data. Topics include cross-cultural field techniques, research design, ethical dilemmas, and the difference between academic and applied research. Research projects are an integral part of this course.
Does not meet a distribution requirement.
The department
Prereq. Anthropology 105 or 4 credits in department; 3 meetings (50 minutes); 4 credits; enrollment limited to 20

295fs Independent Study
(Writing-intensive course)
Does not meet a distribution requirement.
The department
Prereq. soph and permission of department; 1 to 4 credits

301s Education in South Africa
Spring 2008: Policy and Practice: Education and Health in Post-Apartheid South Africa (Community-based learning course; same as Educational Studies 301 and Sociology 301)
This course will consist of seven meetings during spring semester, designed to allow for participants to build their knowledge of the educational system of South Africa, followed by a three-week, full-time placement in either a South African public school or the Center for the Study of AIDS.
Does not meet a distribution requirement.
M. McKeever, B. Bell, L. Carlisle
Prereq. soph, jr, permission of instructor; for students pursuing teacher licensure this course may be taken in lieu of Education 332j or 324j to fulfill one of the requirements of the education minor for teacher licensure; this course requires students to complete three weeks of experiential learning in May–June 2007 in South Africa; 4 credits; enrollment limited to 10

306f Anthropology of Reproduction
(Same as Women's Studies 333s) This course covers major issues in the anthropology of reproduction, including the relationship between production and reproduction, the gendered division of labor, the state and reproductive policy, embodied metaphors of procreation and parenthood, fertility control and abortion, cross-cultural reproductive ethics, and the social implications of new reproductive technologies. We examine the social construction of reproduction in a variety of cultural contexts.
Meets multicultural requirement; meets Social Sciences III-A requirement.
L. Morgan
Prereq. jr, sr, anthropology or gender studies major, plus 8 credits in department; 1 meeting (3 hours); 4 credits; enrollment limited to 20

310s Visualizing Culture
In this course we go behind the scenes and behind the screens of anthropological films, television, museum exhibitions, and publications such as *National Geographic Magazine*, to explore the social contexts of their production, distribution, and interpretation. We consider how popular images of cultural "others" reveal the lives and times that produce them, and how, as sites of cultural exchange and political debate, such images shape and are shaped by relations of power. Further, we consider the diversity of local responses to images of cultural identity and begin to explore the complexities of "picturing cultures" from different subject positions across the global mediascape.
Does not meet a distribution requirement.
D. Battaglia
Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

316s Special Topics in Anthropology
This course covers significant problems in the field of anthropology, with group meetings and reports.

Spring 2008: Political Ecology: Capitalism, Politics, Nature
Political ecology explores the relations among ecologies, economies, and politics as they play out in diverse communities. By examining such movements as the European-based anti-GMO movement, the U.S. movement against environmental racism, and women's environmental movements in the global South, this course seeks to investigate understandings of nature, society, and environmental justice that surface in particular ecological struggles. Locating these struggles within the context of power, this course will investigate the role of global capital in shaping new understandings, practices, and struggles over nature that are increasingly at the center of international environmental controversy.
Meets multicultural requirement; meets Social Sciences III-A requirement.
C. Heller
Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

**Health in the Andes*
This seminar uses a biocultural approach to understanding contemporary human health and disease in the Andean region of South America. Topics include high altitude adaptations, ethnomedical systems, patients and healers and the intersections of biomedicine and traditional healing, women's health and birthing practices, political ecology including the privatization of water, and

disease control efforts. Using ethnographic texts, we will explore current debates in public health and anthropology about how to assess, describe, and improve the health of Andean populations.
Meets multicultural requirement; meets Social Sciences III-A requirement.
L. Morgan
Prereq. jr or sr status and 8 credits in anthropology, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

**Globalization and Transnationalism*
(Speaking-intensive course) A shift in economic, political, and cultural processes is pushing anthropology to extend the scope of its research beyond the local community and situate it within the world system. In this course, we will consider both the empirical changes in the world system as well as the paradigm shift in anthropological theory. We will search for elements in early anthropological theory on diffusion, exchange, and culture areas that foreshadowed some of the recent theory on globalization and transnationalism, and in so doing, determine more precisely what is new about new theory. We will explore issues related to migration, culture contact, creolization, indigenization, and more.
Meets multicultural requirement; meets Social Sciences III-A requirement.
J. Roth
Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***320s Manufacturing Knowledge**
(Speaking- and writing-intensive course) From the invention of the printing press to the Internet, the production and reproduction of knowledge has been mediated by information technology. But while a good deal of social change is arguably technology driven, the truths of science are also culturally relative and embedded in social practice. This seminar will explore the recent scholarly debates taking place in the social studies of science and technology. We will focus on the role played by print literacy and transportation technology in the history of science, in the formation of identity, and in the development of the postmodern imagination.
Meets Social Sciences III-A requirement.
A. Lass
Prereq. sr or jr major or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***331s Anthropology and Sexualities**
This seminar focuses on contemporary anthropological scholarship concerned with the varieties of sexual expression in diverse cultural settings. We will read ethnographic accounts of sexual ideologies and the politics and practices of sexuality in Brazil, Japan, Native North America, India, and elsewhere. We will examine anthropological theories of sexuality with an emphasis on contemporary issues, including performance theory, "third gender" theories, sexual identity formulation, and techniques used by various societies to discipline the body.
Meets multicultural requirement; meets Social Sciences III-A requirement.
L. Morgan
Prereq. jr or sr major in department or women's studies, plus 8 credits in department; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***334s Memory, History, and Forgetting**
(Speaking- and writing-intensive course) In this seminar we question the distinction between myth and history and consider the relationship of historical consciousness to memory, forgetting, and other types of temporal awareness. We then examine the relationships among literacy, art, nationalism, and the invention of tradition and test the limits of ethnohistory. Finally, we look at the ways in which relics, museums, and tourism have all helped make history—as fact, experience, or commodity—possible.
Meets multicultural requirement; meets Social Sciences III-A requirement.
A. Lass
Prereq. 8 credits in department; 1 meeting (3 hours); 4 credits; enrollment limited to 20

346f Identities/Differences: Anthropological Perspectives
(Community-based learning course) This course examines notions of person and self across cultures, with specific reference to the

social construction and experience of cultural identities. Discussions focus on issues of gender, race, ethnicity, and the values of individuality and relationality in different cultures.
Meets multicultural requirement; meets Social Sciences III-A requirement.
D. Battaglia
Prereq. 8 credits in department; 1 meeting (3 hours); 4 credits

350f Issues in Contemporary Anthropological Theory
(Speaking- and writing-intensive course)
This course offers an appraisal of the core questions and theoretical frameworks of the past two decades. It covers the relationship of fieldwork to theory building, new trends in anthropological analysis, and critical examinations of the uses and abuses of anthropological data.
Meets multicultural requirement; meets Social Sciences III-A requirement.
C. Heller
Prereq. sr, 8 credits in department; 1 meeting (3 hours); 4 credits; enrollment limited to 25

***390f Research Seminar in Anthropology**
(Speaking- and writing-intensive course)
This course will provide a forum for students to share their independent work in progress and to investigate topics relevant to their disciplinary development. In addition to independent work, topics for discussion will include writing in the discipline, anthropological ethics, copyright issues, grant writing, and research organization.
Does not meet a distribution requirement.
C. Heller
Prereq. 8 credits in department; 1 meeting (3 hours); 4 credits; enrollment limited to 25

395fs Independent Study
(Speaking- and writing-intensive course)
Does not meet a distribution requirement.
The department
Prereq. jr, sr and permission of department; 1 to 8 credits

Architectural Studies

The major in architectural studies is administered by the Department of Art and Art History. Advisors in architectural studies: Professors Davis (art history), Varriano (art history); Associate Professors Sinha (art history), Smith (studio art).

Contact Persons

Rose Ryan, *senior administrative assistant*
Michael T. Davis, *program coordinator*

Requirements for the Major

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

Credits

- The major will consist of 44 credits in art history, studio art, and design studio

Courses

- Foundation level: 8 credits
    - ARTST 120, Visual Investigations: Drawing I
    - Any 100-level art history course with significant architectural content
- Design studio: 8 credits (taken at Mount Holyoke, Smith College, Hampshire College, or the University of Massachusetts, Amherst); for example:
    - Mount Holyoke: ARCHSTD 205: Topics in Architecture (Design Studio)
    - Smith: Art Studio 281 (Landscape Studies 250): Landscape Studies Intro Studio; Art Studio 283, Introduction to Architecture: Site and Space
    - Hampshire: HACU 105, Architectural Design: Basic Approaches; IA 180, Design Fundamentals I; HACU 205, Topics in Architecture
    - UMass: Art 197, Design Investigations (fall), Constructed Space (spring); Art 250, Interior Design I; Landarch 297A: Intro to Landscape Architecture: Design Studio

Note that the design studios are not substitutes for art studios—students will not be able to count 200-level architecture design courses toward the 200-level art/art history requirement.

- Intermediate concentration level: 16 credits at the 200 level
    - At least one course must be a studio art course (drawing, multimedia, painting, printmaking, sculpture, photography; consult the art studio course offerings).
    - At least one course must be an architectural history course or an art history course with significant architectural content. In the Department of Art and Art History, these courses include: ARTH 214, Greek Art; ARTH 216, Art and Spectacle in Ancient Rome; ARTH 222, Age of Cathedrals; ARTH 230, Italian Renaissance Art; ARTH 243, Modern Architecture; ARTH 261, Arts of China; ARTH 262, Arts of Japan; ARTH 263, Arts of India; ARTH 271, Arts of Islam; ARTH 290 (when the topic is appropriate).
- Advanced concentration level: 12 credits at the 300 level (in area of concentration). Courses may be drawn from art history, art studio, architectural design, and related disciplines.

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

For further guidance in related areas, consult with advisors from the Architectural Studies Committee:

- Joan Cocks (politics and critical social thought)
- Giuliana Davidoff (mathematics)
- Thomas Millette (geography; Center for the Environment)
- Karen Remmler (German studies)

Other

- A minimum grade of C- is required in any course counting for credit toward the major in architectural studies.

Architectural studies majors may not minor in art history or studio art; art history and studio art majors may not minor in architectural studies.

Students wishing to enroll in 300-level seminars or studios in architectural studies at other Five College institutions must receive permission in advance from their advisor and the department chair if credit is to be applied toward their major.

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

A minor in architectural studies may be created in consultation with a faculty advisor in the program. The minor should include Art 100 (World Architecture), Art Studio 120 (Drawing I), and 16 credits at the 200 and 300 levels that include at least one architectural design studio.

Course Offerings

205f Topics in Architecture
This studio course will be a design investigation of a particular theme in or approach to architecture and the built environment.

Fall 2007: Sculpting Space with Meaning
In this course, students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation) to interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form, and space. Our goal is to apply creative techniques in art and sculpture to the creation of meaningful space.
Meets Humanities I-A requirement.
T. Long
Prereq. one semester of design or drawing is recommended; 4 credits; enrollment limited to 12

395f Independent Study
Does not meet a distribution requirement.
The department
Prereq. permission of instructor; 4 credits

Art History

The major and minor in art history are administered by the Department of Art and Art History. Advisors in art history: Professors Bergmann, Davis, Staiti, Varriano; Associate Professors Lee, Sinha.

Contact Persons

Rose Ryan, *senior administrative assistant*
Ajay Sinha, *chair*

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

- One 100-level art history course
- At least four courses at the 200 level in at least two of these four areas: Ancient, Medieval, Renaissance and Baroque, Modern and American
- At least one 200-level course in non-Western art
- Three courses at the 300 level in art history, only one of which may be 395

Other

- A minimum grade of C- is required in any course counting for credit toward the major in art history.

Art history majors may minor in studio art.

Students receiving a score of 4 or 5 in the Art History Advanced Placement examination will receive 4 academic credits in art history; however, art history majors are still required to take a 100-level course and are urged to take it early in their major.

Students should be aware that preference in 300-level courses is normally given to those who have taken a relevant course at the 200 level. Majors are not automatically guaranteed preference in seminars that might be oversubscribed and, therefore, should not wait until the last semester to fulfill a seminar requirement.

Students wishing to enroll in 300-level seminars in art history at other Five College institutions must receive permission in advance from their advisor and the department chair if credit is to be applied toward their major.

Students who plan to enroll in 300-level courses outside of the Five Colleges, especially yearlong courses to be taken abroad, should first consult with their advisor and the department chair to determine if the courses meet departmental criteria for 300-level credit.

Those contemplating graduate study in art history are reminded that a reading knowledge of at least two foreign languages such as French, German, or Italian is usually required, one upon entrance, the other before advancement beyond the master of arts degree.

Requirements for the Minor

Credits

- A minimum of 16 credits above the 100 level

Courses

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

Other

- A minimum grade of C- is required in any course counting for credit toward the minor in art history.

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

Minors are not automatically guaranteed preference in seminars that might be oversubscribed and, therefore, should not wait until their last semester to fulfill this requirement.

Course Offerings

100fs Image and Environment

Fall 2007: Western Art: 1400–2000
An introduction to painting, sculpture, and architecture in Europe and America from the Renaissance to the present. Classes are organized around five focused topics: Renaissance Florence; the artist in the seventeenth century; art, revolution, and nationhood; nineteenth-century realism; and abstraction and empathy. Lectures will be complemented by class discussion and assignments in the art museum.
Meets Humanities I-A requirement.
P. Staiti
2 meetings (75 minutes); 4 credits; enrollment limited to 60

Spring 2008: Architecture: The Face of Human Culture
A survey of architecture as a functional and expressive medium from the ancient world to the present. Accommodating domestic life, religious ritual, political, commercial, and leisure activities, architecture both shapes and reflects the natural environment, technology, social values, and visions. While the history of Western architecture constitutes the primary focus, the course will include buildings from around the world.
Meets Humanities I-A requirement.
M. Davis
2 meetings (75 minutes); 4 credits; enrollment limited to 60

**Art of Global Encounters 1400–2000*
An introduction to painting, sculpture, and architecture from 1400 to the present. The course will emphasize processes of cultural exchange within and beyond the borders of Europe and the United States. Topics will examine art in the context of international trade, diplomacy, travel, colonization, and contemporary globalization. Lectures will be complemented by class discussion, short films, and assignments in the art museum.
Meets Humanities I-A requirement.
2 meetings (75 minutes); 4 credits; enrollment limited to 50

105f Arts of Asia
(Same as Asian Studies 107f) This course introduces the rich and varied artistic heritage of East and South Asia. Themes explored include landscape painting and gardens; narrative literature; women and society; and the religious art and iconography of Buddhism and Hinduism in the context of the major cultural traditions of India, China, and Japan.
Meets multicultural requirement; meets Humanities I-A requirement.
A. Sinha
2 meetings (75 minutes); 4 credits; enrollment limited to 40

***110fs Introductory Seminar in Art History**

**110f(01) The Classical Ideal*
(Speaking-intensive course) The classical style has been the most enduring idiom in the history of Western art. The seminar will examine the ancient origins of classicism as well as its later manifestations during the medieval, Renaissance, and modern periods. Architecture, sculpture, painting, and popular media will be included. Special attention will be paid to the cultural motives that contributed to the vitality of the classical ideal throughout the ages.
Meets Humanities I-A requirement.
J. Varriano
Prereq. fy or permission of the instructor;
2 meetings (75 minutes); 4 credits; enrollment limited to 15

**110s(01) Writing About Art*
(Writing-intensive course; first-year seminar) This writing-intensive course will explore the relationship between the written word and the visual image. Students will expand skills in description, visual analysis, and editing while being introduced to a diverse set of case studies ranging from Persian painting to contemporary artists' books. Assignments will include exercises in descriptive writing and art criticism, an exhibition review, and a short research project.
Meets Humanities I-A requirement.
Prereq. fy or permission of instructor;
2 meetings (75 minutes); 4 credits; enrollment limited to 15

202s Talking Pictures: An Introduction to Film
(Same as Film Studies 202) Some of the best feature-length films of the past century have commanded our attention and imagination because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: *Broken Blossoms, Battleship Potemkin, Citizen Kane, Contempt, The Bicycle Thief, Ugetsu, Rear Window, Woman in the Dunes, The Marriage of Maria Braun, Days of Heaven*, and *Moulin Rouge.*
Meets Humanities I-A requirement.
P. Staiti
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (one 3 hours; one 2 hours); 4 credits; enrollment limited to 50

211f Gods and Mortals: Myth in Ancient Art and Literature
(Same as Classics 211) Many ancient images tell completely different versions of myth from those portrayed in Greek and Roman literary sources. By juxtaposing distinctive modes of communication in the ancient world, students will analyze the rhetorical uses of myth, both then and now. Students will also examine the range of possibilities for translating and interpreting text and image, which will alert them to the vitality of myth as a language of its own, transcending historical parameters.
Meets Humanities I-A requirement.
B. Bergmann
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***214 Greek Art**
A survey of Greek art and architecture from the Bronze Age through the late Classical period, the course examines the emergence of a national Greek consciousness, the beginnings of visual narrative, and a developing interest in realism. Students explore ancient sites through the new interactive Perseus computer program and study original works and plaster casts in the Mount Holyoke College collection.
Meets Humanities I-A requirement.
B. Bergmann
Prereq. soph, jr, sr, or permission of the instructor; 2 meetings (75 minutes); 4 credits

***215f The Hellenistic World: From Alexander to Cleopatra**
Hellenistic art has often been regarded as a chaotic, decadent phase between the golden ages of classical Athens and imperial Rome. In fact, the period in the Mediterranean from the death of Alexander the Great in 323 BCE to the Roman conquest of Egypt in 31 BCE saw the creation of some of the greatest masterpieces of ancient art. The course addresses the new themes and purposes of art in a cosmopolitan culture with its competing centers (Pergamon, Rhodes, Antioch, Alexandria, and Rome); its private patrons, public museums, art historians, and critics; and its innovations in science and politics.
Meets Humanities I-A requirement.
B. Bergmann
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 35

216s Empire: The Art and Archeology of the Roman Provinces
At its height, the Roman Empire spanned a vast area, from modern Scotland to Libya and Iraq. Within that territory lived peoples of multiple races, languages, and religions. This course explores the art and architecture created in this global culture from its beginning in 30 BCE to the dedication of the first Christian capital, Constantinople, in 330 CE. Subjects include propaganda, arena spectacles, the home, mystery religions, and the catacombs.
Meets Humanities I-A requirement.
B. Bergmann
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***217 The Art of the Ancient Theater**
(Same as Classics 217) This course reconstructs the history of the Greek and Roman theater by examining surviving plays, testimony of ancient writers, excavated theaters, and contemporary visual representations. The logistics of production, costume,

and stage design as well as the roles of playwright, actor, and audience are considered within their political and social contexts and for their influence upon contemporary theater practice.
Meets Humanities I-A requirement.
B. Bergmann
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits

***222f Age of the Cathedrals: The Art of Gothic Europe, 1100–1500**
A historical survey of the architecture, monumental sculpture, and painting of France, England, Germany, and Italy. The course concentrates on the cathedral as a total work of art, on the meaning of its imagery, and on the role of art in contemporary society.
Meets Humanities I-A requirement.
M. Davis
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

230s Italian Renaissance Art
This survey explores the development of painting, sculpture, and architecture in fifteenth- and sixteenth-century Italy with emphasis on Florence, Rome, and Venice as discrete cultural contexts for the work of Botticelli, Leonardo, Raphael, Michelangelo, and Titian.
Meets Humanities I-A requirement.
J. Varriano
Prereq. soph, jr, sr; or with permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

231f Northern Renaissance Art
This course will survey artistic production in Northern Europe in the fifteenth and sixteeth centuries, with an emphasis on the media of panel painting, manuscript illumination, and printmaking. Artists to be considered include Jan van Eyck, Rogier van der Weyden, Jean Fouquet, Hieronymous Bosch, and Albrecht Durer. We will examine dazzling examples of artistic virtuosity, the imaginative interpretation of popular and esoteric texts, the introduction of new subject matter, and technical innovations such as the invention of printing. We will also trace the transformation of the status of the artist and the changing conditions of patronage.
Meets Humanities I-A requirement.
C. Andrews
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

***234f Baroque and Rococo Art in Southern Europe**
This survey of seventeenth- and eighteenth-century art in Italy and Spain treats the major stylistic and thematic developments in painting, sculpture, and, to a lesser extent, architecture. Special emphasis is given to the vivid naturalism of Caravaggio and Velazquez, the refined classicism of the Carracci, and the impassioned manner of Bernini. Attention is also given to the different cultural contexts in which the works of art were first created and are now interpreted.
Meets Humanities I-A requirement.
J. Varriano
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 45

***235s Baroque and Rococo Art in Northern Europe**
This survey of seventeenth- and early eighteenth-century art in Holland, Flanders, and France emphasizes the way in which widely divergent religious practices and governmental institutions affected the making of art in those countries. Rembrandt, Hals, Vermeer, Rubens, Van Dyck, and Poussin are among the artists discussed.
Meets Humanities I-A requirement.
J. Varriano
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

241f Nineteenth-Century European Art: Neoclassicism to Impressionism
This course traces major developments in European art during the periods traditionally designated by the terms neoclassicism, romanticism, realism, and impressionism. Focusing primarily on French art, but branching out to consider the art of England and Spain, it explores the key artistic themes of the century: the engagement with history,

the rise of nationhood, the experience of the urban, the Marxist proposal, the grappling with modernity, the dealing in individual temperaments. Among the major figures to be studied are Constable, Courbet, David, Delacroix, Goya, Ingres, Manet, Monet, and Renoir.
Meets Humanities I-A requirement.
M. Foa
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

***242f History of Photography**
This survey course traces the rise and development of photography in the United States and, to a lesser extent, Mexico and the countries in Western Europe. It charts the wide range of work with the camera, including commercial, so-called "vernacular," and fine art projects, and considers pictures from photography's very beginnings in the mid-nineteenth century to today's practices. Among the major figures to be discussed are the early landscape photographers O'Sullivan and Watkins, the avant-garde photographers Stieglitz and Genthe, the Depression-era photographers Evans and Lange, and the so-called New Documentarians Arbus and Frank.
Meets Humanities I-A requirement.
The department
Prereq. soph, jr, sr, or permission of instructor; 4 credits; enrollment limited to 45

243f Building the Modern Environment: Architecture 1890–1990
An exploration of major movements and personalities in architecture from the late nineteenth century to the present. Emphasizing the United States against the background of European developments, the course considers the search by architects, including Frank Lloyd Wright, Le Corbusier, and Frank Gehry, for a language of form and space that captures the contemporary spirit as it elevates society to a higher plane of existence. Discussion focuses on issues of technology and utopia, the skyscraper, and the collision of tradition, modernity, and postmodernism in architecture since 1945.
Meets Humanities I-A requirement.
M. Davis
Prereq. soph, jr, sr, or permission of instructor; 3 meetings (50 minutes); 4 credits; enrollment limited to 50

244s Modern Art: 1885–1945
This course examines the great ruptures in European art that today we call modernist. It relates aspects of that art to the equally great transformations in European society: revolutionary ferment, the rise and consolidation of industrial capitalism, colonization and its discontents, and world war. Among the major figures to be studied are Duchamp, Matisse, Malevich, Picasso, Seurat, and van Gogh.
Meets Humanities I-A requirement.
The department
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

***245f Contemporary Art**
This course traces the different paths of painting, sculpture, and photography in the United States and, less so, Western Europe since World War II. Initially, most of these paths traced a relationship with the "crisis of modernism," but increasingly they have taken on a different vitality, drawing energy from a wide variety of postmodern and postcolonial subjects and debates: identity politics, transnationalism, diaspora. Can something that can be identified as an avant-garde practice exist in such a context? What kinds of questions are appropriate to ask about works that stridently attempt to suspend the very category of art?
Meets Humanities I-A requirement.
The department
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

250s American Painting 1880–1980
A study of the work of individual painters and the cultural environment in which painting was produced and viewed in America. Topics will include landscape painting, impressionism, naturalism, modernism, the machine age, the city,

abstract expressionism, and pop art. Eakins, Homer, Sargent, Whistler, Cassatt, O'Keeffe, Hopper, Pollock, Johns, and Warhol are some of the artists to be discussed.
Meets Humanities I-A requirement.
P. Staiti
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

***255s American Art and Architecture 1620–1880**
A survey of painting, architecture, sculpture, and design from the Colonial period to the late nineteenth century, this course introduces students to period styles and building types, as well as individual painters and architects. Classes develop ways of looking at and thinking about art and objects as material expressions of American social, political, and cultural ideas. Topics will include: portraiture, colonial Boston, art and revolution, nature and nation, the West, domestic architecture, and the city of Washington. Copley, Peale, Jefferson, Stuart, Cole, and Church are some of the key figures to be studied.
Meets Humanities I-A requirement.
P. Staiti
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

261s Arts of China
This course will survey arts of China from the neolithic period to the twentieth century. Class lectures will analyze ceramics, bronze vessels, sculpture, architecture, calligraphy, and painting in relation to various religious ideas and political formations that took place in China's long history.
Meets multicultural requirement; meets Humanities I-A requirement.
A. Sinha
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

***262s Arts of Japan**
This course explores the special characteristics of Japanese art and architecture, from the early asymmetry of Jomon pottery and the abstraction of Haniwa figures to the later elite arts of the aristocratic, military, and merchant classes: narrative scroll painting, gold-ground screens, and the "floating world" of the color woodblock print. A historical survey of the arts of Japan, highlighting the interplay of art with religious and political issues.
Meets multicultural requirement; meets Humanities I-A requirement.
A. Sinha
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

***263s Arts of India**
This course will survey the arts of India from the earliest times to the twentieth century. Class lectures will describe the relationships between geography, religious beliefs, and cultural history as they are embodied principally in the history of painting, sculpture, and architecture of the subcontinent of India.
Meets multicultural requirement; meets Humanities I-A requirement.
A. Sinha
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

***271f Arts of Islam: Book, Mosque, and Palace**
Through investigation of major works produced in the Muslim world between the seventh and seventeenth centuries from Spain to India, this course explores the ways in which art and architecture were used to embody the faith, accommodate its particular needs, and express the power of its rulers. Topics include the calligraphy of the Qur'an, illustrated literature, the architecture of the mosque, and the aristocratic palace.
Meets multicultural requirement; meets Humanities I-A requirement.
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

290fs Issues in Art History

Fall 2007

290f(01) Scandals of Modern Art
The history of modern art is full of episodes in which art caused a scandal by challenging the artistic, social, and political status quo. In

this seminar we will discuss key works of controversial modern art from the nineteenth century to the present day to shed light both on changing social values and conventions and on the definitions and functions of art at different points in the modern period. We will examine select works by artists such as Manet, Matisse, Duchamp, Brancusi, Serra, and Mapplethorpe, among others.
Meets Humanities I-A requirement.
M. Foa
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

290f(02) The City of Athens from Theseus to Alaric
(Taught in English; same as Classics 231) A detailed survey of the archaeology of Athens from its origin in the Bronze Age to the fourth century CE. The principal monuments and architectural development of the ancient city will be discussed against a broader cultural and historical background, with an emphasis on the persons and events responsible for the shaping of the urban landscape, and the specific social and political circumstances that gave the monuments meaning.
Meets Humanities I-A requirement.
M. Landon
2 meetings (75 minutes); 4 credits; enrollment limited to 16

Spring 2008

290s(01) Art and Cultural Politics
The course explores the roles that art has played in politics from antiquity to the present, paying special attention to war booty and the ongoing struggles over cultural property. We will consider the current debate about public and private ownership of ancient and foreign art, and the ways it assumes status as a bearer of cultural values. The purposeful destruction and effacement of monuments will be a focus.
Meets Humanities I-A requirement.
B. Bergmann
Prereq. soph, jr, sr, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

**290(03) Twentieth-Century Art in the Global Context*
This course examines the visual arts in Africa, the Middle East, Latin America, and Asia from the early twentieth century to the present. Topics, drawn from each of the regions, will include painting, sculpture, performance, film, and architecture. Together, these case studies will explore the role of local cultures in the formation of global modernism, the phenomenon of diaspora, and the relationship between modernity in the Euro-Atlantic region and its international manifestations. Readings in Orientalist and postcolonial criticism will provide a theoretical framework for the topics considered.
Meets Humanities I-A requirement.
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

**290(04) Native American Material Culture*
(Same as Anthropology 216(03)) This course presents a survey of Native American material culture from precolonial, colonial, and postcolonial periods. Among the materials examined are stone artifacts, rock art, pottery, baskets, textiles, tourism souvenirs, and contemporary art. Examples will be drawn from the Northeast Woodlands, Southwest, Plains, Pacific Northwest, and California culture areas. During the course of the semester we will have guest speakers and visit museums. We will also touch on contemporary Native issues of representation and repatriation.
Meets Humanities I-A requirement.
M. Carlson
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 24

**290(05) Theory and Practice of Japanese Art*
(Same as Art Studio 280s(01)) This interdisciplinary course combines studio practice and historical perspective to explore Japanese art and aesthetic theories in their cultural context. Team taught by an artist and an art historian, the workshop format will involve critical reading and writing, and hands-on projects. Students will develop individual and group assignments using a variety of materials and ideas from Japanese culture.

Meets Humanities I-A requirement.
A. Sinha, R. Hachiyanagi
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (2 hours); 4 credits; enrollment limited to 15

**290(06) Forts and Palaces*
This course explores the architecture of forts and palaces comparatively in Europe, the Islamic world, and Asia. In additional to built forms, the course will consider the cultural activities and luxury goods that activated the courtly landscape: the role of "soft architecture" or textiles, festivals and ceremonial processions, embassies between courts, and gifts exchanged. Examples will include early manifestations such as the Roman fort and Ancient Near Eastern palace, medieval sites such as Crusader Castles and the Alhambra in Grenada, Spain, and early modern sites such as the palace-city of Fatehpur Sikri in India.
Meets Humanities I-A requirement.
Prereq. Soph, jr, sr, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 25

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. permission of department; 1 to 4 credits

***300s Seminar: Theory and Interpretation**
The seminar explores the intellectual discipline of art history and closely examines the methods used for analyzing the visual arts across cultures and periods. The course is intended for upper-level students with a strong interest in art history and visual culture. Class discussions and research papers will challenge students to explore various scholarly approaches to art as well as analyze the relationship of the arts to social and cultural theories, gender discourses, and postmodern critiques of visual culture.
Meets Humanities I-A requirement.
Prereq. jr, sr, 8 credits in art history or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

301s Topics in Art History
Spring 2008: Michelangelo and Bernini: Genius and Contexts
Both Michelangelo Buonarotti (1475–1564) and Gianlorenzo Bernini (1598–1680) were geniuses and men of their times. The seminar will compare and contrast their lives and works in the context of the markedly different cultural realities of Renaissance and Baroque Italy. Topics will include their failures as well as their successes.
Meets Humanities I-A requirement.
J. Varriano
Prereq. 8 credits in art history, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 18

302f Great Cities
Fall 2007: Great Cities—Paris-Paradise: The Medieval City and Its Transformation
In 1323, Jean of Jandun wrote that Paris "seems to have received from the Most-High the role of the earthly paradise." Using medieval eyewitness accounts and descriptions, surviving monuments, and graphic records, this seminar will explore the transformation of Paris from a small twelfth-century town into Europe's most important metropolis by 1300. We will then consider the metamorphosis of medieval Paris into a modern capital in the nineteenth century paying particular attention to representations of the city by painters, writers, and, most recently, filmmakers.
Meets Humanities I-A requirement.
M. Davis
Prereq. jr, sr, 8 credits in art history, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

310fs Seminar in Ancient Art

Fall 2007

310f(01) Roman Rooms
Romans embellished every available surface of public and private buildings with frescoes, mosaics, and marble inlay. The seminar examines well-preserved interiors throughout the Roman empire. Looking at houses, villas, and farms in such sites as Pompeii, southern France, and Syria we will consider how workshop practice, personal taste, cosmopolitan and local traditions shaped

choices of materials and imagery in the spaces of daily experience.
Meets Humanities I-A requirement.
B. Bergmann
Prereq. courses in art history, classics, or ancient history or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

Spring 2008

310s(01) Roman Rooms
(See 310f(01))

**310 Egyptian Art from Site to Museum*
Discover ancient Egypt through actual objects and the history of their excavation, collecting, and display. The seminar explores how the shifting contexts of works of art affect our understanding of the images and culture of the distant past. Students will conduct research on original objects from a traveling exhibition, Excavating Egypt, which will be at Mount Holyoke in spring 2007.
Meets Humanities I-A requirement.
D. Larkin
Prereq. jr, sr, 8 credits in art history, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**310 Heads and Tales: Portraits and Propaganda on Classical Coins*
Coins and medals were miniature works of art with great reach and power in the ancient world. The seminar introduces students to the aesthetic, political, and historical roles of coinage from Classical Greece to the fall of the Roman Empire. Students will have the rare opportunity to conduct primary research on original coins and prepare a catalogue for a current exhibition in the Mount Holyoke College Art Museum.
Meets Humanities I-A requirement.
B. Bergmann
Prereq. 8 credits in art history or classics, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

***320f Seminar in Medieval Art**
**Miracles, Romance, and Satire: Storytelling in Medieval Art*
This course will explore the ways in which images are composed into visual narratives to both inform and persuade. Discussion will focus on stained glass, featuring Chartres Cathedral, as well as religious and secular manuscripts including the *Cantigas de Santa Maria* and the *Book of Fauvel*, a wicked critique of the French court. We will investigate the multimedia interplay of pictures with texts and music to present complex, sometimes contradictory, messages.
Meets Humanities I-A requirement.
M. Davis
Prereq. jr, sr, 8 credits in art history or medieval studies, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***332s Seminar in Baroque Art**
Meets Humanities I-A requirement.
The department
Prereq. jr, sr, 8 credits in art history, or permission of instructor; 1 meeting (3 hours); 4 credits

***340 Seminar in Nineteenth-Century Art**
Meets Humanities I-A requirement.
The department
Prereq. jr, sr, 8 credits in art history, preferably including Art History 241 or 244, or permission of instructor; 1 meeting (3 hours); 4 credits

***341f Images of Landscape**
The seminar treats landscapes as cultural products, primarily involving art history, but also literature and social history, with close study of the landscapes via photographs and topographical accounts.
Meets Humanities I-A requirement.
The department
1 meeting (3 hours); 4 credits

***342f Seminar in Twentieth-Century Art**
**342f(01) Art of the 1960s*
The seminar will explore the artistic directions and trends defining the 1960s in America, spanning the rise of minimalism, pop art, color field painting, video, and performance art to the emergence of conceptual art around 1968. While at aesthetic odds and thematic cross-purposes, these movements are visually unified by a certain cool, impersonal, and detached stylistic character. By examining the work of artists as well as key critical texts, works, and films, the 1960s will be probed for its cultural and social complexity, a decade that many

now view as marking the end of modernism with a radical consciousness that inspired innovative artist forms.
Meets Humanities I-A requirement
D. Balken
Prereq. jr, sr, 8 credits in art history, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

350fs Seminar in American Art
Fall 2007

350f(01) Hollywood Film
(Same as Film Studies 370(02)) This is a course on American feature-length film from the silent era to the present. After reading theories of classical narration, Hollywood style, and cultural significance, we will develop interpretive strategies for ten films, among them *The Grapes of Wrath*, *Touch of Evil*, *Sunset Boulevard*, *Vertigo*, *Blade Runner*, and *Unforgiven.*
Meets Humanities I-A requirement.
P. Staiti
Prereq. jr, sr, 8 credits in art history, or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits; enrollment limited to 15

Spring 2008

350s(01) The Architecture of Frank Lloyd Wright
This seminar will explore Frank Lloyd Wright's 60-year career in architecture. We will pay particular attention to ways in which he handled form, space, and structure to frame human activity and to create a modern American style. We will also explore the social implications of Wright's approach to domestic design and community planning.
Meets Humanities I-A requirement.
M. Davis
Prereq. jr, sr, 8 credits in art history, architectural studies, or American studies, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**The Gilded Age*
This course studies American art, architecture, and culture from the Centennial Exposition (1876) to the Chicago World's Fair (1893), and extends into the Progressive Era, concluding with the Armory Show of 1913. Classes will link art and architecture to ideas, trends, movements, events, and novels of the period. Among the themes to be treated are: naturalism, masculinity, nervousness, street culture, reform, and utopia. Key artists include Sargent, Eakins, Homer, Bellows, and Sloan.
Meets Humanities I-A requirement.
P. Staiti
Prereq. jr, sr, 8 credits in art history, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

360fs Seminar in Asian Art
Fall 2007

360f(01)Visual Cultures of South Asia
(Same as Asian Studies 360f(01)) The seminar explores the social life of visual images in South Asia. Closely reading a variety of articles, we will analyze the making, viewing, breaking, and reproducing of visual images and objects as different ways of creating social and cultural value in different periods of South Asian history. Students will participate in classroom debates and develop research papers.
Meets Humanities I-A requirement.
A. Sinha
Prereq. jr, sr, 8 credits in art history, Asian studies, or film studies, or permission of instructor; 1 meeting (3 hours), occasional screenings; 4 credits; enrollment limited to 15

Spring 2008

360s(01) Coitus Interruptus: Indian Film and Its Attractions
(Same as Film Studies 370(03)) How are we to respond to Indian popular film, which is notorious for its distracting song and dance numbers, meandering story line, and visually overblown spectacles? This seminar will develop historical and theoretical approaches to Indian films as what scholar Lalitha Gopalan calls a "constellation of interruptions." Students will examine feature films in class, write critical papers on scholarly essays,

and pursue independent research projects on various aspects of Indian film.
Meets Humanities I-A requirement.
A. Sinha
Prereq. jr, sr, 8 credits in art history, or film studies, or permission of instructor; 1 meeting (3 hours), 1 screening (3 hours); 4 credits; enrollment limited to 15

**360 Indian Photography*
Explores the way photography seized hold of the imagination in India. Nineteenth century documentary photographs of Indian ruins memorialized the reach of the British Empire when used for dioramas, panoramas, and magic lantern shows on the streets of London. By the twentieth century, manipulated photographs and mechanically reproduced "photos" of Indian gods complicated photography's claim to truth. Students will debate scholarly views and develop research projects to examine photography's imaginative uses in India.
Meets Humanities I-A requirement.
A. Sinha
Prereq. jr, sr, 8 credits in art history and/or film studies, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

395fs Independent Study
(Writing-intensive course) A student may undertake independent study in any of the following fields: American, Asian, European, Classical, Near Eastern, or Islamic art. She must have a minimum B+ average in art history courses, must receive permission from her project advisor, and consult guidelines available in the art department office. A student undertaking a two-semester independent study project (Art History 395) should be aware that only 4 credits will be applied to her major requirements. Thus, in addition to two 395 courses, she must enroll in two 300-level seminars.
Does not meet a distribution requirement.
The department
Prereq. jr, sr, and permission of department; 1 to 8 credits

Seminars

Students are urged to enroll in seminars before the last semester of their senior year; overenrollment is typical, and preregistration does not guarantee acceptance into the class.

Art–Studio

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

Contact Persons

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

Requirements for the Studio Art Major

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

Credits

- 40 credits in studio art

Courses

- Prerequisite (gateway course): Art 120, Drawing I
- Six courses taken at the 200 level:
    - Art 200, Photography I
    - Art 236, Painting I
    - Art 246, Sculpture I
    - Art 256, Printmaking I
    - Art 226, Special Topics I
    - Art 220, Drawing II
    - Art 237, Painting II
    - Art 247, Sculpture II
    - Art 257, Printmaking II
    - Art 280, Special Topics II
    - Art 295, Independent Study
- Three courses taken at the 300 level:
    - Art 390, Advanced Studio
    - Art 399f (fall), Independent Study/ Senior Studio
    - Art 399s (spring), Independent Study/Senior Studio

Other

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

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

Requirements for the Studio Art Minor

Credits

- A minimum of 24 credits

Courses

- Prerequisite (required): Art 120, Drawing I
- Three Level I Courses:
    - Art 236, Painting I
    - Art 246, Sculpture I
    - Art 256, Printmaking I
    - Art 200, Photography I
    - Art 226, Special Topics I
- One Level II Course:
    - Art 220, Drawing II
    - Art 237, Painting II
    - Art 247, Sculpture II
    - Art 257, Printmaking II
    - Art 280, Special Topics II
    - Art 295, Independent Study
- One Level III Course:
    - Art 390, Advanced Studio Art

The department strongly urges that students pursuing the minor seek the advice of the studio faculty in considering specific course selection, number, and sequence of courses to be completed.

Other Options for Majors

For students with well-defined, art-related interests not offered in the program (photography or design, for example), it is possible to construct a special major in consultation with the department faculty.

Teacher Licensure

Students interested in pursuing licensure in the field of visual art can combine their course work in studio art with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of studio art, please consult your advisor or the chair of

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

Course Offerings

110f Making Things

Fall 2007: A Studio Arts Perspective
(First-year seminar) This course introduces students to the studio experience as a creative act and to how they might experience a work of art. Through critiques, class discussion, visits to museums or galleries, and their own practical experience in the studio, students will examine many of the core issues in art, such as: How do we talk about visual physical objects? What role do materials play in the life of an object of art? What do we mean when we use the word "Art"?
Meets Humanities I-A requirement.
N. Margalit
Prereq. fy or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

120fs Visual Investigations: Drawing I
Introduction to both the technical and conceptual aspects of drawing as a primary tool for visual expression and analysis. Art historical contexts as well as the dialogue between the arts and other disciplines will be considered. Emphasis is placed on learning to see, and to think visually. Required for the studio art major and minor.
Meets Humanities I-A requirement.
The department
2 studios (2 1/2 hours) and 6 hours unarranged; 4 credits; enrollment limited to 18
Note: *Students preregistering for this course must attend the first class meeting of the semester, or their names will be dropped from the class roster.*

200fs Visual Investigations: Photography I
This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing, and printing; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing. Students will have weekly shooting and printing assignments and, in addition, will complete a portfolio by the end of the semester. A written application is required for this course prior to registration; applications are available in the art department office.
Does not meet a distribution requirement.
K. Stewart
Prereq. permission of department, preference given to students who have completed Art Studio 120; 1 meeting (3 hours), 1 lab (2 hours); 4 credits; enrollment limited to 12
Note*: This course will be taught at Hampshire College. Students will need a 35mm camera with manual override and will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

220s Visual Investigations: Drawing II
Further exploration and investigation into the techniques and conceptual issues of drawing. The human figure is used as a departure point for developing perceptual skills and personal expression. Required for the studio art major; priority given to majors and prospective majors.
Meets Humanities I-A requirement.
The department
Prereq. Art Studio 120 or permission of instructor; 2 studios (3 hours) and 6 hours unarranged; this course may be taken for 2 to 4 creditsr; enrollment limited to 20
Note*: Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

236fs Visual Investigations: Painting I
An introduction to the basic pictorial issues of color and composition in oil painting.
Meets Humanities I-A requirement.
M. Miller (fall); C. Spurrier (spring)
Prereq. Art Studio 120 or permission of instructor; 2 studios (2 hours, 40 minutes), 6 hours unarranged; 2 to 4 credits; enrollment limited to 18

237f Visual Investigations: Painting II
Further study, with emphasis on color and compositional problems and a concentration on personal development. Individual and group criticisms and discussions of contemporary problems in painting.
Meets Humanities I-A requirement.
M. Miller
Prereq. Art Studio 236 or permission of instructor; 2 meetings (2 hours, 15 minutes), 6 hours unarranged; criticism sessions to be arranged; 2 to 4 credits; enrollment limited to 15
Note: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

246fs Visual Investigations: Sculpture I
Introduction to fundamental sculptural techniques and three-dimensional thinking. Various media are explored. Required for the studio art major and minor; priority given to majors, minors, and prospective majors.
Meets Humanities I-A requirement.
J. Smith
Prereq. Art Studio 120 or permission of instructor; 2 studios (2 hours, 40 minutes) and 6 hours unarranged; 2 to 4 credits; enrollment limited to 14 (fall), 16 (spring)
Note: *Students enrolled in all sculpture courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

247s Visual Investigations: Sculpture II
Sculpture II is a course offered to continue those concepts and skills introduced in Sculpture I. This course is designed as a more in-depth experience for the student artist who is interested in the making of three-dimensional form, the construction of space, and the understanding of traditional or contemporary ideas of sculpture. Various contemporary methods will be examined including site specific art, performance art, installation art, and collaborative works.
Meets Humanities I-A requirement.
J. Smith
Prereq. Art Studio 120 and 246, or permission of instructor; 2 studios (2 hours, 15 minutes), 6 hours unarranged; 2 to 4 credits; enrollment limited to 15
Note: *Students enrolled in all sculpture courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

***248s Form and Vision: Furniture Design**
An introduction to the conceptual issues and technical processes involved in designing and building furniture. Students will be exposed to historical furniture design in the production of three projects during the course of the semester that will be progressive in complexity. These projects will combine practical aspects of planning and an appreciation of materials with creative approaches to form and function.
Does not meet a distribution requirement.
The department
Prereq. Art Studio 120 and 246; 1 meeting (3 hours), 1 lab (2 hours), and studio hours unarranged; 2 to 4 credits; enrollment limited to 10
Note: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

256fs Visual Investigations: Printmaking I
Basic techniques and composition in intaglio printing, including etching, drypoint, aquatint, and soft-ground etching. Introduction to monotype and relief printing.
Meets Humanities I-A requirement.
N. Campbell
Prereq. Art Studio 120 or permission of instructor; 2 studios (2 hours, 40 minutes), 6 hours unarranged; 2 to 4 credits; enrollment limited to 15
Note: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

257s Visual Investigations: Printmaking II
Introduction to lithography and multicolor printing in various media, which may include intaglio and screenprinting.
Meets Humanities I-A requirement.
N. Campbell
Prereq. Art Studio 256 or permission of instructor; 2 studios (2 hours, 15 minutes), 6 hours unarranged; 2 to 4 credits; enrollment limited to 12
Note: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

280fs Topics in Studio Art
This course is designed to broaden the traditional boundaries of a survey of a single period by concentrating on an important theme or issue that does not necessarily fit into the chronological subdivisions of art history. All aspects of the topic are studied, and the literature and methods of other disciplines are invoked wherever relevant. Attention is paid to art history as a present-day construction and to the students' critical self-awareness.

Fall 2007

289f(01) Body and Space
This course focuses on the issues surrounding body and space through installation, performance, and public arts projects. Students will explore the possibilities of body as an energetic instrument, while investigating the connotations of various spaces as visual vocabulary. As one uses one's own body as an essential part of the expression, naturally the self becomes the reservoir. We will examine the transformational qualities of the body as the conduit of gestural expression, which links conceptual and physical properties of materials, ideas, and space.
Meets Humanities I-A requirement
R. Hachiyanagi
Prereq. sophomore standing; 2 meetings (2 hours, 15 minutes); 2 or 4 credits; enrollment limited to 12
Note: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

280f(02) Digital Art
This course combines the disciplines of drawing, printmaking, photography and other means of making the handmade image with digital manipulation by the use of current programs and software to produce fictional environments.
Meets Humanities I-A requirement.
The department
2 meetings (2 hours, 15 minutes); 2 or 4 credits; enrollment limited to 15
Note: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

Spring 2008

280s(01) Word and Image
This course explores the interrelationship between word and image. Through studio and theoretical investigations, students learn how to interface word, image, symbol, and structure. Artists who employ free experimentation in (visual) language(s), which combine word and image presenting intertextuality among ideas and forms, inspire the course. One of the primary readings for the course is philosopher Martin Heidegger.
Meets Humanities I-A requirement.
R. Hachiyanagi
Prereq. sophomore standing; 2 meetings (2 hours, 15 minutes); 4 credits; enrollment limited to 15

295f Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, permission of department; 2 to 4 credits
Note: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

390fs Advanced Studio
Concentration on individual artistic development. Emphasis will be placed on experimentation, thematic development,

and critical review. Students may elect to take this course more than once.
Meets Humanities I-A requirement.
The department (fall); C. Spurrier (spring)
Prereq. Art Studio 220 and one of 237, 247, or 257, and permission of the instructor; 2 meetings (90 minutes) and studio hours unarranged; 2 to 4 credits
Note: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

391f Five College Advanced Seminar in Drawing
This intensive seminar will be team taught by studio faculty from each of the Five Colleges. Classes will be held on a rotating basis on all five campuses. Students are responsible for pursuing their work through individual thematic development in varied drawing media throughout the semester. Attendance is required at both weekly class meetings. Meetings may include lectures on drawing issues, critiques of student work, and in-class work. Two class sessions are devoted to group critiques with all instructors. An exhibition of student work produced in the course will be held during the last week of classes.
Meets Humanities I-A requirement
Five College studio faculty
Prereq. recommendation by department chair; 2 meetings (3 hours) and unarranged hours; 4 credits; enrollment limited to 18

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. Art Studio 237, 247, or 257 and permission of instructor; 2 to 4 credits
Note: *Students enrolled in all studio courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

395fs Independent Study/Senior Studio
Studio art majors are required to take this course, in which they will produce an original body of work through immersion in the development of an agile individual practice. Students are encouraged to select specific media appropriate to the building of a unique voice. Each student is advised by the entire studio faculty and their student peers through a process of regularly scheduled rigorous group critiques and individual presentations.

To be determined by students and faculty. In the spring semester of the senior year studio majors may elect to become candidates for an honors thesis with approval of the studio faculty.
Meets Humanities I-A requirement.
The department
Prereq. Art studio senior majors; 4 credits
Note*: Students enrolled in all studio courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of $50.*

Asian Studies

The major and minor in Asian studies are administered by the Asian Studies Committee: Professors Campbell (art), Khory (politics), Lipman (history), I. Peterson (Indian literature, cultural history, and Hinduism); Associate Professors Gabriel (economics), Hachiyanagi (art), Hashmi (international relations), Nemoto (Japanese language and linguistics), Roth (anthropology, on leave 2007–2008), Sinha (art), Wang (Chinese language and literature, on leave spring 2008); Assistant Professors Ahmed (English), Chen (politics), Datla (history), Mrozik (religion), Steinfels (religion, on leave 2007–2008); Senior Lecturer Jiyad (Arabic language and literature); Visiting Associate Professor Zhang (Chinese language, spring 2008), Visiting Instructors Guo (Chinese language), Kao (Chinese language); Visiting Five College Lecturer F. Brown (Japanese language).

Contact Persons

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

Asian Studies Web Site

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

Asian studies is an interdisciplinary major. The field of Asian studies covers the huge and diverse area stretching from Japan to the Mediterranean, from the Siberian tundra to the Southeast and South Asian tropics. It thus must encompass the wide variety of methods we may use to study any particular part of the world. The Asian studies major allows students to focus on a specific language, to travel abroad for intensive language and cultural study, and to delve deeply into individual Asian cultures using the tools of a number of disciplines. Courses that count toward the Asian studies major and minor may be found in the departments of anthropology, art, economics, English, geography, history, international relations, philosophy, politics, and religion. This interdisciplinary approach demands that students take an active and conscious part in designing their majors by choosing courses appropriate to their own skills and interests.

At the core of an Asian studies major lies the study of the culture and language of one (or more) Asian region. Mount Holyoke currently offers instruction in Arabic, Chinese, Japanese, and Sanskrit, so Asian studies majors may concentrate on the culture areas defined by those languages.

Requirements for the Major

Credits and Courses

- A minimum of 40 credits of course work on Asia. Any course that devotes 50 percent or more of its substance to the Asian continent may be counted toward the major.
- No fewer than 4 semesters of Arabic, Chinese, or Japanese language study, or 3 semesters of Sanskrit, or 6 semesters of Five College self-instructional study in an Asian language (e.g., Hindi-Urdu) at a level appropriate to the student's experience. (The language requirement for the Asian studies major is stated in terms of a minimum number of semesters rather than credits, due to differences in the availability of levels and in the number of credits assigned to Asian language courses in the Five Colleges and under the self-instructional program of the Five College Center for the Study of World Languages.)
- No more than 16 credits of 100-200 level language study may be counted toward the major.
- 16 credits at the 300 level, no more than 8 credits of which may be language credits. To be counted toward the major, 300-level courses not taught at Mount Holyoke, including language courses beyond the second-year level, require approval from the chair of the Asian Studies Committee.
- Nonlanguage courses must be taken in at least three departments or programs (including Asian studies).

- No more than one course on Asian diasporas (e.g., Asian American studies) may be counted toward the Asian studies major.
- The Asian Studies Committee recommends that students take one or more of the courses in the 100-level "Introduction to Civilization" series.

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

Most Mount Holyoke courses that may count toward the Asian studies major are listed below; students should also consult the catalogue entries or Web sites of other departments, including history, international relations, and politics. Asian studies majors should also plan to use the rich resources of the Five College Consortium in selecting courses, using the listings available through the *www.fivecolleges.edu* or the individual campus Web sites.

Some Asian studies major and minor programs designed by recent graduates may be found on the Asian studies Web site.

Because Asian studies is an interdisciplinary major, Asian studies majors automatically fulfill the College's "outside the major" requirement (see p. 7) and need not register for a minor.

Requirements for the Minor

Credits

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

Courses

- Courses should be selected from at least two disciplines.
- No more than one course on Asian diasporas may be counted toward the Asian studies minor.
- The Asian Studies Committee recommends that students take one or more courses in the 100-level "Introduction to Civilization" series.

College Language Requirement

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

Course Offerings

Asian Culture

101f Introduction to Chinese Civilization: Traditional China
(See History 130f)

***102f East Asian Civilization: Modern China**
(See History 131s)

103f Introduction to Indian Civilization
(Taught in English) Examines Indian civilization from the beginnings to the present, focusing on Indian cultural values and concepts of self and community. Topics covered include religious, ethnic, and linguistic diversity, rural and urban life, art and architecture, folklore, classical and modern literature, women's lives, and the contribution of figures such as the Buddha and Mahatma Gandhi. Attention will be given to colonialism and nationalism, to the events that led to the birth of the modern nations of India, Pakistan, and Bangladesh, and to contemporary life and movements. *Meets multicultural requirement; meets Humanities I-B requirement.*
I. Peterson
2 meetings (75 minutes); 4 credits

150f First-Year Seminar

Fall 2007: Stories and Storytelling in India
(Speaking- and writing-intensive course; first-year seminar; taught in English) India is a treasure house of tales and the home of vibrant traditions of storytelling in classical Sanskrit as well as in modern languages. Indian tales have been transmitted around the world and have parallels in such

collections as *The Arabian Nights* and Chaucer's *Canterbury Tales*. We will study, in English translation, the epics *Ramayana* and *Mahabharata*, animal fables, and women's stories and folktales in a variety of forms including puppet plays, song, and dramatic performance. We will examine who tells stories, why, and when, and we will compare Indian stories with tales from other parts of the world.
Meets multicultural requirement; meets Humanities I-A requirement.
I. Peterson
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

***210f The Classical Literature of India**
(Speaking-intensive course; taught in English) An introduction to the rich classical and premodern literature of India from the beginnings (fifth century BC) to the seventeenth century. Paying attention to issues of genre, aesthetics, reception, and historical contexts, we will read major literary texts. Genres studied include epic (*Ramayana*, *The Poem of the Anklet*), prose romance, love poetry (Tamil Sangam and Sanskrit Kavya lyrics), drama (Kalidasa's *Shakuntala*), Bhakti (mystical) poetry, Buddhist and Hindu tale and fable (*Panchatantra*, *Jataka*), and Indo-Islamic *ghazal* lyrics.
Meets multicultural requirement; meets Humanities I-A requirement.
I. Peterson
2 meetings (75 minutes); 4 credits

***211 Modern Indian Fiction**
(Speaking-intensive course; taught in English) An introduction to modern Indian fiction in English and in translation. Authors covered include Rabindranath Tagore and Mahasweta Devi (Bengali); Premchand (Hindi); Ismat Chugtai and S. H. Manto (Urdu); and Anita Desai, R. K. Narayan, Salman Rushdie, and Arundhati Roy (English). We will study the novels and short stories of these writers with reference to the themes, problems, and discourses of tradition and modernity, nationalism, and colonial and postcolonial identities. We will pay attention to issues of gender and writing and to the implications of writing in English or in Indian languages.
Meets multicultural requirement; meets Humanities I-A requirement.
I. Peterson
2 meetings (75 minutes); 4 credits

220s Women Writing in India
(Speaking-intensive course; taught in English; same as Gender Studies 202) Critical study of women's writing in India, in genres ranging from classical and medieval poems, tales and songs (e.g., *Tiruppavai*) to novels, plays, and personal narratives by modern women writers (e.g., Rokeya Hossain's *Sultana's Dream*, Arundhati Roy's *The God of Small Things*), in translation from Indian languages and in the original English. We will focus on women's perspectives and voices, women's agency, and resistance to dominant discourses. Attention is paid to historical contexts, the socioreligious constructions of women and gender, and the role of ideologies such as colonialism and nationalism in the production and reception of women's writing.
Meets multicultural requirement; meets Humanities I-A requirement.
I. Peterson
2 meetings (75 minutes); 4 credits

***240s Women in Chinese Literature**
(Taught in English) This course examines various modes of representation by which women have been portrayed in Chinese literature. Through our reading of selective poems, fictional writings, essays, and dramas from 600 BC to the nineteenth century, the course explores new perspectives on issues relating to gender studies, such as how the image(s) of women changes throughout Chinese history, what kind of heroines were favored by Chinese writers, and whether "women" became a literary trope for Chinese society.
Meets multicultural requirement; meets Humanities I-A requirement.
Y. Wang
2 meetings (75 minutes); 4 credits

248s Contemporary Chinese Fiction: 1949 to the Present
(Taught in English) A study of representative Chinese fictional writings from 1949 to the present focusing on the ways in which issues of individual and national identity, modernity, and gender have been probed and represented by different generations of Chinese writers. A particular emphasis will be placed on the novels and short stories published since the 1980s, in which both traditional ideology and literary styles are seriously questioned and challenged. Readings include works by Nobel Prize winner Gao Xingjian and other famous writers such as Wang Meng, Zhang Xianliang, Zhang Jie, Wang Anyi, Yu Hua, Su Tong, etc.
Meets multicultural requirement; meets Humanities I-A requirement.
Y. Wang
2 meetings (75 minutes); 4 credits

254s The Great Epics of India: Representations and Interpretations
(Speaking-intensive course; taught in English) The epics *Ramayana* and *Mahabharata* are sacred texts of Hinduism and are rendered in oral, written, and dramatic forms in all the languages of India and Southeast Asia. Focusing primarily on the *Ramayana*, students have the opportunity to explore the epic narrative's aesthetic, religious, and cultural historical dimensions in its many manifestations, including the Sanskrit text (fifth century BCE), women's ritual songs, Tulsidas's medieval Hindi version, the *Ramlila* play, Kathakali dance, the television serial, and the political version of the Hindu communalists in the 1990s. All readings are in English.
Meets multicultural requirement; meets Humanities I-A requirement.
I. Peterson
2 meetings (75 minutes); 4 credits

***261f Hinduism**
(Same as Religion 261f; taught in English) In this thematic and historical introduction to the major religious tradition of India, Hinduism is explored in its various expressions, including texts (*Ramayana*, *Bhagavad Gita*), myths and gods (Krishna, the Great Goddess), philosophy, rites, art, worship, and popular practice. The roles of key religious figures (Shankara, Mirabai), movements (Bhakti), techniques (yoga), institutions (guru, caste, women's rites) and concepts (karma, dharma) are studied in their cultural contexts, and with reference to issues of gender, class and agency. Extensive use of audiovisual material.
Meets multicultural requirement; meets Humanities I-B requirement.
I Peterson
2 meetings (75 minutes); 4 credits

***272s Mahatma Gandhi and Rabindranath Tagore: Nonviolence, the Nation, and the World**
(Speaking-intensive course; taught in English) Mahatma Gandhi's method of nonviolent action won freedom for India from British rule and inspired movements worldwide. Poet Rabindranath Tagore won the Nobel prize and international acclaim through his writings, educational initiatives, and advocacy for peace. Gandhi and Tagore's critiques of nationalism and violence and their holistic philosophies are studied through their writings, biographies, and other sources. Topics include Gandhi's impact on Martin Luther King Jr. and a comparison of Gandhi and Tagore's legacies for India and the world.
Meets multicultural requirement; meets Humanities I-B requirement.
I. Peterson
2 meetings (75 minutes); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
1 to 4 credits

320s Women's Issues in Arab Women Novelists' Works
(Speaking- and writing-intensive course; taught in English) Arab women novelists' works that address issues such as arranged marriage, divorce, child rearing and custody, rights and opportunities to work, national and religious identity, political and social freedom will be surveyed and discussed. The

aim is to offer an alternative view presented in a balanced and fair approach.
Meets multicultural requirement; meets Humanities I-A requirement.
M. Jiyad
1 meeting (3 hours); 4 credits; enrollment limited to 10

***325f Asian Religions**
This course provides the opportunity for intensive study in Asian religious traditions. One of the traditions listed here is considered each time the course is offered. The student may therefore receive credit more than once. I. The Islamic Tradition II. History of Chinese Thought III. Japanese Religious Traditions IV. Hinduism
Meets multicultural requirement; meets Humanities I-B requirement.
Prereq. 200-level religion course or permission of instructor; 4 credits; enrollment limited to 15

***340s Love, Gender-Crossing, and Women's Supremacy: A Reading of the Story of Stone**
(Taught in English) A seminar on the eighteenth-century Chinese masterpiece *The Story of the Stone* and selected literary criticism in response to this work. Discussions will focus on love, gender-crossing, and women's supremacy and the paradoxical treatments of these themes in the novel. We will explore multiple aspects of these themes, including the sociopolitical, philosophical, and literary milieus of eighteenth-century China. We will also examine this novel in its relation to Chinese literary tradition in general and the generic conventions of premodern Chinese vernacular fiction in particular.
Meets multicultural requirement; meets Humanities I-A requirement.
Y. Wang
Prereq. permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***350s Love and the Erotic in Indian Poetry**
(Speaking-intensive course; taught in English; same as Gender Studies 333(09)) Seminar on the major themes, genres, and aesthetic conventions of love and the erotic in classical and medieval Indian poetry (in translation from Sanskrit, Tamil, Hindi, and other languages), in relation to theoretical texts, visual, performance genres (miniature paintings and dance). Study of the literary grammar of courtly love (aesthetic mood [rasa], landscape, the situations of love, the typologies of lovers), the transformation of classical conventions in Hindu *bhakti* and Sufi Muslim mystical poems, the Radha-Krishna myth, and love in folk genres. Focus on women as subjects and personae, and on the articulation of issues of gender, power, relationality, voice, and agency.
Meets multicultural requirement; meets Humanities I-A requirement.
I. Peterson
Prereq. permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

395fs Independent Study
Does not meet a distribution requirement.
The department
1 to 8 credits

Asian Languages

Asian Studies 110–111, 120–121, 130–131, and 141–142 satisfy the Mount Holyoke College language requirement. Students who have had previous training in Arabic, Chinese, Japanese, and Sanskrit and wish to continue their studies should arrange for placement in appropriate courses by contacting Mr. Jiyad for Arabic, Ms. Nemoto for Japanese, Ms. Wang for Chinese, and Ms. Peterson for Sanskrit.

110f–111s First-Year Chinese I & II
This course introduces Mandarin Chinese and emphasizes development of oral proficiency as well as gradual acquisition of reading and writing skills. Supplements class work with lab.
Does not meet a distribution requirement.
Y. Wang (fall); the department (spring)
5 meetings (50 minutes); 6 credits

120f–121s First-Year Japanese I & II
Introduces listening, speaking, reading, and writing modern Japanese; *hiragana*, *katakana*, and approximately 150 *kanji* during both semesters. Supplements class work with audio- and videotapes.
Does not meet a distribution requirement.
N. Nemoto
5 meetings (50 minutes); 6 credits

130f First-Year Arabic I
The curriculum introduces learners to a variety of functional tasks carefully sequenced to help them cope with the real-world communication demands they will face in an Arabic environment. Topics include the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions; speaking and listening skills; and basic reading and writing.
Does not meet a distribution requirement.
M. Jiyad
3 meetings (75 minutes), 1 meeting (1 hour); 4 credits

131s First-Year Arabic II
This course continues first-semester Asian Studies 130f. Students expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes, and short statements) contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather, and time. Students also learn to write frequently used memorized material, such as names and addresses.
Does not meet a distribution requirement.
M. Jiyad
3 meetings (75 minutes), 1 meeting (1 hour); 4 credits

***141f First-Year Sanskrit I**
Introduction to Sanskrit, the classical language of India. Related to other Indo-European languages (including English) and the ancestor of most of the 16 major Indian languages (e.g., Hindi), Sanskrit is the medium of the literary classics, as well as of the texts of the Hindu, Buddhist, and Jain religions. The first-semester course covers Sanskrit grammar. The emphasis is on sentence construction, recognition and production of grammatical forms, and translation. Attention is also given to script, chanting, and pronunciation. The goal is proficiency in reading sentences and sustained passages in Sanskrit, in preparation for reading authentic texts in the second semester.
Does not meet a distribution requirement.
I. Peterson
3 meetings (75 minutes); 4 credits

***142s First-Year Sanskrit II**
This course continues Asian Studies 141f, Elementary Sanskrit I. Beginning with a review of grammar, the course will treat advanced topics in grammar, including syntax and word order. The remainder of the semester is devoted to readings from the following texts: the epic *Mahabharata* (fourth century BC), the *Bhagavad Gita* (first century), *Hitopadesa* (a book of didactic tales and animal fables, ninth century), and anthologies of verse. The goal is to prepare students to be able to read epic-level texts independently with the help of a dictionary.
Does not meet a distribution requirement.
I. Peterson
Prereq. Asian Studies 141 or permission of instructor; 3 meetings (75 minutes); 4 credits

212f–213s Second-Year Chinese I & II
This course continues elementary Chinese. Emphasizes equally speaking, listening, reading, and writing modern Chinese. Supplements class work with audio- and videotapes and multimedia materials.
Meets language requirement; does not meet a distribution requirement.
A. Kao
Prereq. Asian Studies 111 or equivalent; 5 meetings (50 minutes); 6 credits

222f–223s Second-Year Japanese I & II
This course continues elementary Japanese. Emphasizes equally speaking, listening, reading, and writing modern Japanese. Includes approximately three hundred kanji. Supplements class work with audio- and videotapes and computer programs.
Meets language requirement; does not meet a distribution requirement.
N. Nemoto
Prereq. Asian Studies 121 or equivalent; 5 meetings (50 minutes); 6 credits

232f–233s Second-Year Arabic I & II
This course continues Asian Studies 130–131, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives.

Meets language requirement; does not meet a distribution requirement.
M. Jiyad
Prereq. Asian Studies 130 and 131 or permission of instructor; 3 meetings (75 minutes), 1 meeting (1 hour); 4 credits

***244s Introduction to East Asian Languages**
This course examines the history, sound system, writing system, and structure of Chinese, Korean, and Japanese. We will be exploring similarities and differences among the three languages as well as similarities and differences between these languages and English.
Meets multicultural requirement; meets Social Sciences III-A requirement.
N. Nemoto
2 meetings (75 minutes); 4 credits

310f–311s Third-Year Chinese I & II
This course helps students to build both linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.
Meets language requirement; does not meet a distribution requirement.
A. Kao
Prereq. Asian Studies 213 or equivalent; 2 meetings (75 minutes); 4 credits

312f–313s Fourth-Year Chinese I & II
(Speaking- and writing-intensive course)
A continuation of Asian Studies 310–311, this course will advance students' abilities in Chinese language reading, listening, speaking and writing through close study of contemporary Chinese short stories and nonfiction works. Focusing on material by writers such as Yu Hua, Su Tong, and Wang Meng, the course will also introduce supplementary materials such as films, television dramas, and newspaper articles. The class will be conducted entirely in Chinese.
Meets language requirement; does not meet a distribution requirement.
The department
Prereq. Asian Studies 311 or equivalent; 2 meetings (75 minutes); 4 credits

324f Third-Year Japanese I
This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.
Meets language requirement; does not meet a distribution requirement.
The department
Prereq. Asian 223s or equivalent; 3 meetings (50 minutes); 4 credits; enrollment limited to 15

326s Third-Year Japanese II
This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.
Meets language requirement; does not meet a distribution requirement.
F. Brown
Prereq. Asian 324f or equivalent; 3 meetings (50 minutes); 4 credits; enrollment limited to 15

Courses in Other Departments Counting toward the Major (2007–2008)

	Art History
105	Arts of Asia
261	Arts of China
360f	Visual Culture of South Asia
360s	Coitus Interruptus: Indian Film and Its Attractions
	Dance
142	Cultural Dance Forms: Classical Indian Dance
	Economics
202	East Asian Economic Development
321	Comparative Economic Systems
349	Advanced Topics: Lessons from South Asian Economic Development
	History
124	History of Modern South Asia, 1700 to the Present
130	Introduction to Chinese Civilization: Traditional China
133	Japan since 1600
301	Women and Gender in South Asia: Colloquium
331f	Asian History Seminar: China's Tumultuous Twentieth Century
331s	Asian History Seminar: History of Imperial Japan, 1868–1945
	Politics
208	Chinese Politics
228	East Asian Politics
366	International Migration
	Religion
201	Introduction to the Qur'an
202	Introduction to Islam
227	Yoga Traditions
241	Women and Buddhism
263	Introduction to Buddhism
267	Buddhist Ethics

Astronomy

The astronomy department administers the major in astronomy, the special major in astronomy with an allied discipline (in collaboration with faculty from other departments), and participates in the Five College Department of Astronomy. Faculty: Professors Dennis, Dyar (Mount Holyoke *chair*); Five College Faculty Burbine, Calzetti, Crowl, Edwards, Erickson, Giavalisco, Greenstein, Hameed, Hanner, Hemeon-Heyer, Irvine, Katz, Lowenthal, Mo, Narayanan, Navarro, Schloerb, Schneider, Snell (Five College *chair*), Tripp, Wang, Weinberg, Wilson, Young, Yun.

Contact Persons

Cynthia Morrell, *senior administrative assistant*
M. Darby Dyar, *chair*

Modern astronomy is concerned with understanding the nature of the universe and the various structures—galaxies, stars, planets, atoms—within it. We are interested not only in describing these things, but understanding how they are formed and how they change, and, ultimately, in reconstructing the history of the universe.

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

Most commonly this takes the form of an interdisciplinary major in astronomy and physics; special majors combining work in geology, chemistry, computer science, and mathematics are also available. Alternatively, some students elect to major in any one of these fields, combined with a minor in astronomy. The exact program is always tailored to the student's particular special strengths, interests, and plans; those who are interested (or think they might be) are urged to consult the department as early as possible to plan an appropriate program.

Suggested Programs for the Special Major in Astronomy with an Allied Discipline

Credits

- A minimum of 40 credits from a list drawn up in cooperation with the major advisor(s), 20 credits of which must be at the 300 level
- Students planning graduate study should generally regard this as a minimum program and include additional 300-level work.

Courses for a Physics/Astronomy Program

- Physics 115, Force, Motion, and Energy; Physics 216, Waves and Electromagnetism
- Two or more from Physics 301, Waves and Particles; Physics 303, Introduction to Mathematical Methods for Scientists; or Physics 315, Analytical Mechanics
- Two or three from Astronomy 223, Planetary Science; 224, Stellar Astronomy; or 226, Cosmology
- Three 300-level courses in astronomy
- Astronomy 395 or Physics 395, one or two semesters

Courses for a Planetary Science (Geology and Astronomy) Program

- Geology 220, Mineralogy; 307, Remote Sensing; 322, Petrology; 333, Structural Geology
- Physics 115, Force, Motion, and Energy; Physics 216, Waves and Electromagnetism
- Two 300-level physics courses (usually Physics 301, Waves and Particles, and either 303, Introduction to Mathematical Methods for Scientists, or 315, Analytical Mechanics)
- Astronomy 223, Planetary Science; 224, Stellar Astronomy; or 226, Cosmology
- Astronomy 337, Observational Techniques and/or 338, Radio Astronomy

- Astronomy 395 or Geology 395, one or two semesters

Courses for a Computational Astrophysics (Astronomy and Computer Science) Program

- Mathematics 202, Calculus II; 232, Discrete Mathematics
- Physics 115, Force, Motion, and Energy; Physics 216, Waves and Electromagnetism
- Two from Computer Science 322, Operating Systems; 325, Computer Networks; 331, Computer Graphics
- Physics 315, Analytical Mechanics and/or Physics/Mathematics 324, Applied Mathematics
- One or two from among Astronomy 223, Planetary Science; 224, Stellar Astronomy; or 226, Cosmology
- Astronomy 351 and/or 352, Astrophysics I and II
- Astronomy, Mathematics, or Computer Science 395, one or two semesters

These suggested programs constitute interdisciplinary majors. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

Requirements for the Minor

A minor in astronomy is based on completion of Mathematics 101 and 202 and Physics 115 as prerequisites for the courses in the minor.

Credits

- A minimum of 16 credits

Courses

- Physics 216, Waves and Electromagnetism
- Three courses chosen from among:
    - Astronomy 223, Planetary Science
    - 224, Stellar Astronomy
    - 226, Cosmology
    - 330, Topics in Astrophysics
    - 337, Observational Techniques in Infrared and Optical Astronomy
    - 338, Techniques in Radio Astronomy
    - 351, Astrophysics I, or 352, Astrophysics II

Other

- Students majoring in mathematics, computer science, chemistry, geology, or physics must include at least one 300-level course, and physics majors may not count 216 toward the minor.

Course Offerings

***101fs Concepts of Astronomy**
Students explore the contents, temporal and spatial scale, and history of the universe. The laboratory is devoted to observations: constellation study; solar, lunar, and planetary phenomena; and visual and photographic observations with small telescopes.
Meets Science and Math II-B requirement.
The department
2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 60

103f The Cosmic Perspective
The course leads students from familiar objects in the sky to the most recent advances in cosmology and planetary formation, emphasizing the observational underpinnings of modern astronomy. Topics will include ancient astronomy, planets, stars, and the origins and fate of the Universe. The course will combine lectures, discussion, speaking, and student presentations. The goal is to provide an introduction to the topic useful to prospective majors and nonmajors alike.
Meets Science and Math II-C requirement.
T. Burbine
Prereq. precalculus mathematics recommended; 2 meetings (75 minutes); 4 credits; enrollment limited to 60

105f Mars: Missions, Conditions, and Prospects for Habitation
(Speaking- and writing-intensive course; first-year seminar) Exploration of Mars is a goal of the current U.S. president and a dream of many citizens. We will examine what needs to be done before anyone sets foot on the Red Planet. We'll consider: the history and politics behind Martian

exploration, our knowledge of geology and atmospheric conditions on Mars based on data from current missions, and plans for future exploration.
Does not meet a distribution requirement.
M. Dyar
Prereq. fy or permission of instructor;
2 meetings (75 minutes); 4 credits; enrollment limited to 16

106s The Solar System
This course provides an introduction to the physical characteristics of our solar system. It begins with the origins of the universe and the solar system, and continues with discussions of the sun and each planet. Concepts include planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets. The course will emphasize discoveries by space probes.
Meets Science and Math II-C requirement.
M. Dyar
2 meetings (75 minutes); 4 credits; enrollment limited to 60

137s The Sky
A lab/tutorial 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.
Does not meet a distribution requirement.
The department
1 meeting (2 hours); 2 credits; enrollment limited to 12
Note: *Primary work of the course will be done in observing sessions.*

***215f History of Astronomy**
This course looks at astronomy and cosmology from earliest times—Egyptian, Babylonian, Greek, Islamic; the medieval universe; Newtonian universe; mechanistic universe of the eighteenth and nineteenth centuries; gravitational theory; origin, structure, and evolution of stars and galaxies; developments in modern astronomy. Nontechnical, with emphasis on history and cosmology.
Does not meet a distribution requirement.
2 meetings (75 minutes); 4 credits; enrollment limited to 25

***220s Topics in Astronomy**

**Meteorites*
The goal of this course is to give students an appreciation of meteorites as geologic objects. We will cover all aspects of meteorites from mineralogy, petrology, bulk chemistry, and isotopic systematics, and learn about a variety of analytical equipment including the petrographic microscope, the scanning electron microscope, and the electron microscope. Meteorites will be observed in hand sample and in thin section. No prior knowledge of meteorites will be assumed.
Does not meet a distribution requirement.
The department
Prereq. any 200-level geology or astronomy course; 1 meeting (3 hours); 4 credits; enrollment limited to 25

**Astronomy and Public Policy*
Astronomical issues that impact our society will be explored in a seminar format. The approach for each issue will be to pose a question based on a body of scientific evidence with potential consequences for human society. The answers to these questions will be investigated both on scientific and societal grounds. Scientific issues include the potential threat of collisions between the earth and other solar system bodies and the potential existence of extraterrestrial life.
Does not meet a distribution requirement.
The department
Prereq. one course in a physical science or permission of instructor; 4 credits

223f Planetary Science
(Same as Geology 223f) An introductory course for physical science minors and majors. Topics include origin and evolution of the planets; planetary orbits, rotation, and precession; gravitational and tidal interactions; asteroids, comets, and planetary rings; meteorites; interiors and atmospheres of the Jovian and terrestrial planets; geology,

tectonics, and mineralogy of the terrestrial planets and satellites; new data from Mars Pathfinder, Lunar Surveyor, and current NASA missions.
Meets Science and Math II-C requirement.
M. Dyar
Prereq. any physical science course; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

224s Stellar Astronomy
The basic observational properties of stars will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required.
Does not meet a distribution requirement.
S. Edwards
Prereq. Physics 115, Mathematics 101 or equivalent; 2 meetings (2 hours, 45 minutes); 4 credits; enrollment limited to 25
Offered at Smith College

***225s Galactic and Extragalactic Astronomy**
The basic observational properties of galaxies are explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer experience is required.
Does not meet a distribution requirement.
The department
Prereq. Physics 115, Mathematics 101 or equivalent; 1 meeting (3 hours); 4 credits; enrollment limited to 25

226f Cosmology
This course looks at 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 some questions concerning the foundations of cosmology and its future as a science.
Does not meet a distribution requirement.
G. Greenstein
Prereq. Mathematics 101 and a physical science course; 2 meetings (75 minutes); 4 credits; enrollment limited to 25
Offered at Amherst College

***226s Cosmology**
Galaxies, clusters of galaxies, redshift and Hubble constant. Quasars and X-ray bursters. Models of an expanding universe. The geometry of space-time, and how light travels through it; how gravity slows the expansion and "dark energy" might accelerate it. The big bang, cosmic microwave background radiation, and synthesis of deuterium and helium; the cosmological distance scale, age and future prospects of the universe.
Does not meet a distribution requirement.
The department
Prereq. Astronomy 101 or a strong physical science background either in high school or at Mount Holyoke College; 2 meetings (75 minutes), 1 lab (2 hours) to be arranged; 4 credits

***243s Stars: Time and Transformation in the Universe**
(Writing-intensive course) Gravity, falling, and orbits; gravitational and kinetic energy; orbital mechanics in star clusters and spacecraft; gravitational collapse and the Kelvin timsecale; black holes; nuclear and atomic binding energy; chemical abundances in the universe; nuclear burning in stars and its timescale; history of the chemical elements; life histories of stars; stars as distance indicators; cosmological distance scale; expansion of the universe; cosmological timescale; narrative history of the universe.
Meets Science and Math II-B requirement.
The department
Prereq. 4 admission units in math and permission of instructor; 2 meetings (75 minutes), 1 evening lab (2 hours); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph; 1 to 4 credits

326s Cosmology
A survey of topics relevant to cosmology: orbits and masses; stellar spectra and the chemical composition of the "ordinary matter" in the universe; and the astronomical distance scale. The course will cover the two fundamental observations of cosmology: Hubble's "law" and the Cosmic Microwave Background Radiation. We will also explore cosmological models: big bang and steady state; Newtonian cosmology and relativistic

modification; dark matter; dark "energy"; and the early universe. We will discuss unsolved problems and prospects for the future. Readings, discussion, and problem assignments, including projects and problems to be completed with Mathematica or similar software.
Does not meet a distribution requirement.
T. Dennis
Prereq. Physics 115–216 or 103–204; Math 202 or Math 100B; some experience in computer programming; 2 meetings (75 minutes); 4 credits

***330fs Seminar: Topics in Astrophysics**

**Asteroids*
(Same as Geology 330f(01)) This course will cover the relationship of asteroids and meteorites. Topics that will be discussed include how asteroids and meteorites are classified, spectroscopic measurements of asteroids, and how meteorites are transferred from asteroids to the Earth. No prior knowledge of asteroids or meteorites will be assumed.
Does not meet a distribution requirement.
T. Burbine
Prereq. any 200-level astronomy or geology course; 1 meeting (3 hours); 4 credits

**Spectroscopy of the Planets*
(Same as Geology 330s(01)) Hands-on experience with spectroscopic data acquired from planetary atmospheres and surfaces. Four course modules include: 1) theory of spectroscopy and its application to the planets and stars, 2) broadband imaging of planetary surfaces, 3) in situ spectroscopy of planetary surfaces, 4) spectroscopic techniques used to search for exo-solar planets, and 5) analysis of an unidentified spectrum. The goal will be to identify important absorption/emission features based on knowledge acquired throughout the semester.
Does not meet a distribution requirement.
The department
Prereq. 2 semesters of astronomy, geology, or physics; 1 meeting (3 hours); 4 credits; enrollment limited to 18

**Mars*
(Same as Geology 330f(02)) Exploration of several unresolved questions about the Red Planet, such as: 1) Where was the water on Mars and where did it go? How well will future missions answer this question? 2) How has the martian atmosphere evolved over time? 3) What rock types are present on the martian surface based on meteorite studies vs. direct observation? 4) How can geomorphic features of Mars best be interpreted, and what do they tell us about the evolution of the planet? 5) Was there life on Mars at any time? Is there life on Mars at present, and if so, where? An interactive seminar with students and faculty reading current papers from the literature as well as daily reports from current mission Web sites.
Does not meet a distribution requirement.
M. Dyar
Prereq. any intermediate-level astronomy or geology course, Astronomy 223 recommended; 1 meeting (3 hours); 4 credits

**Supernovae and the Fate of the Universe*
(Same as Geology 330s(01)) Supernovae represent the final, explosive stage in the evolution of certain varieties of stars. They synthesize and expel heavy elements, heat the stars and sometimes black holes, and produce energetic cosmic rays. This course will concentrate on the physical processes that underlie supernova explosions as well as their use as primary and secondary extragalactic distance indicators. Additional topics include supernova classification schemes, the collapse mechanism, physics of degenerate matter, nucleosynthesis, radiative transfer in expanding atmospheres, and cosmology.
Does not meet a distribution requirement.
The department
Prereq. 3 semesters of physics (including classical mechanics, thermodynamics, and electricity and magnetism), 1 semester of calculus, and at least 1 prior astronomy course at or above the 200-level, or permission of instructor; 1 meeting (3 hours); 4 credits

335f Modern Astrophysics
How do astronomers determine the nature and extent of the universe? Following the theme of the "Cosmic Distance Ladder," we explore how our understanding of astrophysics allows us to evaluate the size of the observable universe. We begin with direct distance determinations in the solar system and nearby stars. We then move on to spectroscopic distances of stars; star counts

and the structure of our galaxy; Cepheid variables and the distances of galaxies; the Hubble Law and large-scale structure in the universe; quasars and the Lyman-alpha forest.
Does not meet a distribution requirement.
G. Wilson
Prereq. Physics 115 and one prior physics or astronomy course at the 200 level or above; 2 meetings (75 minutes); 4 credits; enrollment limited to 25
Offered at UMass

337s Observational Techniques in Infrared and Optical Astronomy
An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics; instrumentation for imaging, photometry, and spectroscopy; astronomical detectors; computer graphics and image processing; error analysis and curve fitting; data analysis and astrophysical interpretation, emphasizing globular clusters.
Does not meet a distribution requirement.
J. Lowenthal
Prereq. Astronomy 224, 225, Physics 216; 2 meetings (75 minutes), 1 evening lab (3 hours); 4 credits
Offered at Smith College

***338s Techniques of Radio Astronomy**
An introduction to radio astronomy equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory; radio flux, brightness temperature, and the transfer of radio radiation in cosmic sources; effect of noise, sensitivity, bandwidth, and antenna efficiency; techniques of beam switching, interferometry, and aperture synthesis; basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources; applications to the sun, interstellar clouds, and extragalactic objects.
Does not meet a distribution requirement.
The department
Prereq. two semesters of physics and two semesters of calculus; 2 meetings (75 minutes) plus observation sessions; 4 credits; enrollment limited to 25

***351s Astrophysics I: Stars and Stellar Evolution**
This course looks at physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; hydrostatic equilibrium and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars, or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and X-ray binaries.
Does not meet a distribution requirement.
The department
Prereq. two 300-level physics courses; 2 meetings (75 minutes); 4 credits

352s Astrophysics II: Galaxies
This course applies physics to the understanding of astronomical phenomena. Physical processes in the gaseous interstellar medium; photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems; star clusters and the virial theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: synchrotron radiation; accretion disks, supermassive black holes.
Does not meet a distribution requirement.
The department
Prereq. two 300-level physics courses; 2 meetings (75 minutes); 4 credits
Offered at UMass

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of department; 1 to 8 credits

Biochemistry

The major in biochemistry is administered by the Biochemistry Committee: Professors Decatur (chemistry), Hsu (*chair*, biochemistry), Woodard (biological sciences); Associate Professors Chen (chemistry), Gomez (chemistry), Hamilton (chemistry), Knight (biological sciences), Stranford (biological sciences); Assistant Professor Nunez (chemistry).

Contact Persons

Dianne Baranowski, *senior administrative assistant*
Lilian Hsu, *chair*

The major in biochemistry is intended to provide a strong background in the fundamentals of both biology and chemistry and to develop an awareness of the unique principles of biochemistry. The core curriculum consists of Chemistry 101, 201, 202, 302, and 308; Biological Sciences 150, 200, and 210; and Biochemistry 311 and 314. In addition to these core courses, 8 additional credits of advanced (300-level) work are required. Advanced courses may be elected from 300-level courses offered in biochemistry, biology, and chemistry. This requirement is intended to increase the breadth and depth of your knowledge and application of biochemistry through related 300-level course work. Students who are interested in taking the biochemistry core courses (Biochemistry 311 and 314) in their junior year are encouraged to complete at least Chemistry 101 and 201 and Biological Sciences 150 and 200 during the first year. The committee further recommends Biological Sciences 220 and Chemistry 325 to students planning graduate work in biochemistry. Finally, all majors are required to complete a comprehensive written examination, and all seniors must give an oral presentation on a biochemical topic in the Senior Symposium.

Requirements for the Major

Credits

- A minimum of 48 credits and at least 4 credits of physics as prerequisite to Chemistry 308. (Students with advanced credits, see below.)

Courses

Required core curriculum:

- Chemistry: 101 and 201, General Chemistry I and II; 202 and 302, Organic Chemistry I and II; *and* 308, Chemical Thermodynamics
- Biological Sciences: 150 (or 145) and 200, Introductory Biology I and II, *and* 210, Genetics and Molecular Biology
- Biochemistry 311, Protein Biochemistry and Cellular Metabolism *and* Biochemistry 314, Nucleic Acids Biochemistry and Molecular Biology
- 8 additional credits elected from 300-level courses in biochemistry, biology, and chemistry. This requirement is intended to increase the breadth and depth of your knowledge and application of biochemistry through related 300-level course work.

Students with Advanced Credits

A student coming to the College with advanced credits from IB or A-level course work or Advanced Placement examinations can skip up to four courses at the introductory level (Biological Sciences 150, 200; Chemistry 101, 201) in accordance with the number of advanced credits she has received. However, advanced placement courses cannot replace more than 8 credits of the major. A student considering skipping many of the introductory-level courses should consult with her advisor or program chair and be reminded that a prehealth curriculum requires a year of biology and a year of general chemistry taken at an American university or college.

Other

- Satisfactory completion of a comprehensive written examination
- An oral presentation on a biochemical topic must be given at the Senior Symposium.

Biochemistry is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

No minor in biochemistry is offered.

Course Offerings

295fs Independent Study
Independent work in biochemistry can be conducted with any member of the biochemistry committee and, upon approval, also with other members of the biological sciences and chemistry departments.
Does not meet a distribution requirement.
The department
1 to 4 credits
Note: *Students conducting an independent lab research project for credit in a department, program, or lab covered by the College's chemical hygiene plan must participate in a safety training session before beginning research; credit will not be granted to students who do not receive safety training.*

311f Protein Biochemistry and Cellular Metabolism
(Same as Biological Sciences 311f and Chemistry 311f) This course is a rigorous introduction to the study of protein molecules and their role as catalysts in the cell. Topics include general principles of protein folding, protein structure-function correlation, enzyme kinetics and mechanism, carbohydrate and lipid biochemistry, and metabolic pathways (catabolic and anabolic) and their interaction and cross-regulation. Biological transformation of energy is considered in light of the principles of thermodynamics.
Meets Science and Math II–B requirement.
L. Hsu
Prereq. Biological Sciences 210 (can be taken concurrently), Chemistry 302; 3 meetings (75 minutes), 1 lab (4 hours); 4 credits

314s Nucleic Acids Biochemistry and Molecular Biology
(Same as Biological Sciences 314s and Chemistry 314s) This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.
Meets Science and Math II-B requirement.
L. Hsu
Prereq. Biological Sciences 210, Chemistry 302, Biochemistry 311, or permission of instructor; 3 meetings (75 minutes), 1 lab (4 hours); 4 credits

330s Topics in Biochemistry and Molecular Biology
This course each year examines a number of important and exciting topics in biochemistry, molecular biology, and other related fields of biology. The intellectual and research development that formulated these fundamental concepts is traced through extensive readings of the primary literature. Discussions emphasize the critical evaluation of experimental techniques, data analysis, and interpretation. Substantial student participation in the form of oral presentation is expected.
Does not meet a distribution requirement.
L. Hsu
Prereq. Biochemistry 311, 314, or permission of instructor; 1 meeting (2 hours, 30 minutes); 4 credits

395fs Independent Study
Independent work in biochemistry can be conducted with any member of the biochemistry committee and, upon approval, also with other members of the biological sciences and chemistry departments.
Does not meet a distribution requirement.
The department
1 to 8 credits
Note: *See safety training restrictions in the course description for Biochemistry 295.*

Biological Sciences

The major and minor in biological sciences are administered by the Department of Biological Sciences: Professors Barry, Fink, P. Gruber, S. Gruber, Rachootin, Woodard; Associate Professors Bacon, Frary, Knight (*chair*), Stranford; Assistant Professors Brodie, Gillis, Hoopes, Quintero; Visiting Assistant Professors Herlands, Hooker, Krans, Springer.

Contact Persons

Nancy Lech, *senior administrative assistant*
Ellie Perrier, *administrative assistant*
Jeffrey Knight, *chair*

We offer our majors a program that provides a basis for continuing studies and intellectual growth. Some majors elect a set of courses that provides general competence in a variety of areas, while others concentrate in one or two areas. The latter choice provides an opportunity for intensive scholarship and original work.

Requirements for the Major

Credits

- A minimum of 32 credits in biological sciences

Courses

Required courses in biological sciences:

- Biology:
    - 145, Advances in Biology *or*
    - 150, Introductory Biology I *or*
    - 160, Integrated Introduction to Biology and Chemistry
    - 200, Introductory Biology II (prereq. Biology 145 or 150 or 160)
    - 210, Genetics and Molecular Biology (prereq. Biology 200; Chemistry 101; Chemistry 101 may be taken concurrently with Biology 210)
    - 223, Ecology (prereq. Biology 150 or ES 100, one semester of college or high school calculus or statistics) *or*
    - 226, Evolution (prereq. Biology 210 or 223)
    - 220, Cell Biology (prereq. Biology 200, Chemistry 201)
- Three additional courses (12 credits) at the 300 level in biology. At least two of these (8 credits) must be taken at Mount Holyoke, and at least two must have labs.
- Biology 295 or 395 may not count toward the minimum 32 credits in the major.

Required courses outside of biological sciences:

- Chemistry 101, General Chemistry I; Chemistry 201, General Chemistry II
- Calculus or Statistics

Recommended courses outside of biological sciences:

- Chemistry 202, 302, Organic Chemistry I and II
- Physics
- Computer Science

Requirements for the Minor

Credits

- A minimum of 16 credits above Biology 150, Introductory Biology I, at the 200 and/or 300 level.

Teacher Licensure

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

requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the biological sciences department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Facilities

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

Research interests of the faculty include animal behavior, animal physiology, animal histology, biochemistry, biomechanics, development, ecology, endocrinology, evolution, immunology, microbial genetics, neurobiology, plant genetics, and plant physiology and ultrastructure.

Math and Science II-B Distribution Credit in Biology

The department wholeheartedly supports the concept that undergraduates should become acquainted with a variety of disciplines and perspectives. The department's courses that satisfy the Group II-B distribution requirement introduce students to new perspectives in biology, and give them the intellectual tools necessary for a meaningful study and comprehension of life processes. In them, students gain an understanding of the underlying patterns and processes of living organisms through work both in the classroom and the laboratory. Any off-campus biology course taken to satisfy the Group II-B requirement must have these characteristics (including a laboratory component); courses that are introductions to professional specialties dependent on biology (e.g., nutrition or horticulture), or are addressed to technical certification (e.g., emergency medical technician), are not acceptable for Group II-B credit.

Course Offerings

The department offers introductory biology in three different forms. Biology 150 presents a broad-based introduction to the discipline that emphasizes either biological diversity or comparative plant and animal physiology. The Biology 145 courses are small class alternatives to Biology 150, with somewhat different emphases. Biology 160, which must be taken concurrently with Chemistry 160, offers a comprehensive introduction to both biology and chemistry and is an appropriate choice for students who have a solid high school background in the sciences and are considering a major in biology, biochemistry, or neuroscience and behavior. Completion of any of these courses will allow a student to enroll in Biology 200. Students are welcome to email the instructors to find out more about any of the introductory courses.

145fs Introductory Biology

Fall 2007

145f(01) Nature Harmoniously Confus'd
(First-year seminar) Most organisms are notably unlike ourselves—a tapestry of bacteria, protozoans, algae, and, off by themselves, the plants, fungi, and other animals. We will survey the whole range of organisms, especially those in the ponds and forests of our campus. Labs will start in the field, offering many opportunities for wet or muddy work. Students will design studies that play to the special features of the organisms they have found. The class counts exactly the same as Biology 150, but it is a small class rather than a large one, and is addressed to students intrigued by natural history.
Meets Science and Math II-B requirement.
S. Rachootin
Prereq. fy or permission of instructor;
3 meetings (50 minutes); 1 lab (3 hours);
4 credits; enrollment limited to 36

145f(02) A Green World
(First-year seminar) This course examines the plant life in the woods and fields around us, the exotic plants in our greenhouses, and the plants we depend on for food. We will study plants living in surprising circumstances, settling into winter, escaping from gardens, reclaiming farmland, cooperating with fungi and insects, and fighting for their lives. We will find that plants challenge some conventional, animal-based assumptions about what matters to living things. In labs, students will seek to answer their questions about how plants grow in nature, by studying plant structure and function, ecology, and evolution.
Meets Science and Math II-B requirement.
A. Frary
Prereq. fy or permission of instructor; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 24

145f(03) Diversity of Life
We will survey the great diversity of life on earth from the archaebacteria that live in hot sulfur springs to giant sequoia trees to singing birds. In our survey, we will discover a variety of life cycle patterns, different ways of extracting energy from the environment, and multiple life history strategies. Labs will explore biological diversity via collecting trips around campus as well as laboratory experiments and will introduce students to data collection, manipulation, and analysis.
Meets Science and Math II-B requirement.
S. Barry
Prereq. fy and soph only; jr, sr with permisson of instructor; 4 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 36

145f(04) Organismal Biology
This course encompasses a broad range of concepts central to our understanding of how organisms function and evolve. We will investigate important biological processes, such as photosynthesis and metabolism, and of systems, such as the cardiovascular and immune systems. We will also take a holistic view of biology and use our newly acquired knowledge to explore such diverse topics as: the evolution of infectious diseases, the consequences of development and design on the evolution of organisms, and how the physiology and behavior of animals might affect their responses to global climate change.
Meets Science and Math II-B requirement.
R. Brodie
4 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 36

145f(05) Model Organisms
(Writing-intensive course) Organisms evolve elegant means of adapting to their environments. This course will focus on the ways that an organism's anatomy and physiology are uniquely suited to the demands of its environment. The course is divided into topical modules that include: communication, movement, zoology and diversity, evolution, cellular structure and function, reproduction, and neuroscience. The course provides a broad introduction to topics in biology, but special consideration is given to the physiology of model organisms commonly used in research.
Meets Science and Math II-B requirement.
J. Krans
4 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 36

Spring 2008

145s(01) Biology in the Age of the Human Genome Project
(Writing-intensive course; first-year seminar) The Human Genome Project is leading to great advances in our understanding of the human body and in our ability to manipulate our own genetic information. We will focus on the science behind the Human Genome Project, and the ways in which it will change our lives. This course will also serve as a general introductory biology course for biology majors as well as nonmajors. We will read articles and books, and make use of the World Wide Web.
Meets Science and Math II-B requirement.
C. Woodard
Prereq. fy or permission of instructor; 3 meetings (50 minutes) plus fourth hour, 1 lab (3 hours); 4 credits; enrollment limited to 24

**Patterns and Principles of Life*
(Writing-intensive course; first-year seminar) This course offers an introduction to the central concepts and patterns underlying

much of modern biology, including the basic principles of cell biology, genetics, evolution, and energetics. We will examine several "model organisms," such as E. coli , baker's yeast, Arabidopsis, maize, the roundworm, and the mouse to see how and why experimental results in these systems can have such general importance and broad applicability.
Meets Science and Math II-B requirement.
J. Knight
Prereq. fy or permission of instructor; 4 credits; enrollment limited to 24

**Animal Bodies, Animal Functions*
(Writing-intensive course; first-year seminar)
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. We'll consider the common needs of animals—needs such as feeding, breathing, and reproducing—and the diverse solutions they have devised. A range of life, from unicellular organisms to animals with backbones (including mammals) will be considered.
Meets Science and Math II-B requirement.
S. Bacon
Prereq. fy or permission of instructor; 4 credits; enrollment limited to 24

***150f Introductory Biology**

**150f(01) Form and Function*
By exploring some of the basic structural and functional systems found in plants and animals, this course will examine assorted strategies that organisms have evolved to solve life's "major problems." Topics will include energy acquisition, water balance, transport systems, and movement. Labs will introduce students to selected plant and animal systems, data collection and analysis, library resources, and scientific writing.
Meets Science and Math II-B requirement.
R. Brodie, P. Gruber
4 credits; enrollment limited to 108
Note: *A liberal arts introduction to biology, open to any student; required for potential majors in biology, biochemistry, and neuroscience and behavior.*

**150f(02) Diversity of Life*
We will survey the great diversity of life on earth from the archaebacteria that live in hot sulfur springs to giant sequoia trees to singing birds. In our survey, we will discover a variety of life cycle patterns, different ways of extracting energy from the environment, and multiple life history strategies. Labs will explore biological diversity via collecting trips around campus as well as laboratory experiments and will introduce students to data collection, manipulation, and analysis.
Meets Science and Math II-B requirement.
The department
4 credits; enrollment limited to 90
Note: *A liberal arts introduction to biology, open to any student; required for potential majors in biology, biochemistry, and neuroscience and behavior.*

160f Integrated Introduction to Biology and Chemistry
This 8-credit course serves as a gateway to both the biology and chemistry core curricula. The course introduces and develops fundamental concepts in chemistry while also exploring the diverse range of strategies adopted by living systems to survive in different environments. This course prepares students for further study in chemistry (Chemistry 201) and/or biology (Biology 200). Students must register for both Biology 160 and Chemistry 160 as well as a single lab section (listed under Chemistry 160). Recommended for students interested in completing pre-health requirements or advanced study in biochemistry or neuroscience.
Meets Science and Math II-B requirement.
S. Decatur, G. Gillis
3 lectures (50 minutes), 3 lectures (50 minutes), 1 lab (4 hours); 8 credits; enrollment limited to 60

200s Introductory Biology II: How Organisms Develop
An overview of cells to tissues to organisms. Cellular components, the role of the nucleus, cell reproduction, and meiosis will be examined as part of our study of gamete production, fertilization, embryology, and development in an invertebrate (sea urchins), a vertebrate (chick), a fern, and a flowering plant. The basic molecular biology of DNA,

RNA, and protein synthesis will be presented and examined in the context of building a fly embryo and a flower.
Meets Science and Math II-B requirement.
R. Fink, A. Frary
Prereq. Biological Sciences 145 or 150; 4 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 150

206s Local Flora
Offers plant identification and natural history, emphasizing trees, native and introduced, and wildflowers. On- and off-campus field trips.
Does not meet a distribution requirement.
A. Frary
Prereq. 4 credits in department or permission of instructor; 1 meeting (3 hours), with field trips; 2 credits; enrollment limited to 15

210f Genetics and Molecular Biology
A comprehensive study of the fundamental principles of classical and molecular genetics. Major topics include transmission genetics, gene linkage and mapping, molecular approaches to genetic analysis, genetic engineering, gene therapy, developmental genetics, quantitative inheritance.
Meets Science and Math II-B requirement.
J. Knight, C. Woodard
Prereq. Biological Sciences 200, Chemistry 101 (may be taken concurrently); 4 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 130

220s Cell Biology
This course undertakes an integrated study of the processes and structures that define life at the cellular level. We will consider the molecular and supramolecular organization of membranes, cytoskeleton, and organelles in the context of the physical and chemical principles governing their assembly, and their participation in phenomena such as the capture and transformation of energy, catalysis, transport, motility, signal transduction, and maintenance of cytoplasmic organization. The laboratory portion of this course illustrates and analyzes these phenomena through selected optical and biochemical approaches.
Meets Science and Math II-B requirement.
O. Quintero, A. Springer
Prereq. Biological Sciences 200, Chemistry 201; 2 meetings (75 minutes), 1 meeting (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 84

223f Ecology
This course will cover the fundamental factors controlling the distribution and abundance of organisms, including interactions with the abiotic environment, fitness and natural selection, population growth and dynamics, species interactions, community dynamics, and diversity. We will address variation across space and time. The course will combine observational, experimental, and mathematical approaches to some of the applications of ecological theory, including conservation, disease dynamics, and biological control.
Meets Science and Math II-B requirement.
B. Hooker
Prereq. Biology 150 or Environmental Studies 100 and a minimum of one semester of high school or college calculus or statistics; 3 meetings, plus fourth hour, 1 lab (3 hours); 4 credits; enrollment limited to 32
Note: *Biological Sciences 223 and/or 226 must be taken for the biology major.*

226s Evolution
The mechanisms of evolutionary change within populations and between species; patterns of change in space, time, and form; and the origin of adaptations. These approaches make sense of the diversity of life; then we turn to the evolution of developmental pathways, as a way of approaching the unity of life. The course will end with human evolution.
Meets Science and Math II-B requirement.
S. Rachootin
Prereq. Biology 210 or 223; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 32
Note: *Biological Sciences 223 and/or 226 must be taken for the biology major.*

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, permission of instructor; 1 to 4 credits

Note: *Any student conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research. Course credit will not be granted to students who do not receive safety training. See department for requirements.*

301s Animal Cloning and Stem Cells: Past, Present, and Future
(Speaking-intensive course) Developmental biologists have been cloning organisms for decades—so why was the world surprised by the birth of Dolly? This course will look at the current state of mammalian cloning and the debate about human stem cell research, reading from primary literature. We will also discuss the legal, ethical, and moral implications of human cloning and stem cell research, and each member of the class will participate in a staged debate on these issues for an introductory biology class. Pending funding, we may travel to Washington, DC for an overnight field trip and attend a session of the President's Council on Bioethics.
Does not meet a distribution requirement.
R. Fink
Prereq. permission of instructor only, email rfink@mtholyoke.edu*; 1 meeting (110 minutes); 2 credits; enrollment limited to 12*

***303f Microbial Genetics**
Studies at the molecular level of various aspects of genetics, as expressed in bacterial and viral systems. Topics include patterns and mechanisms of replication, recombination, repair, and mutation of DNA; regulation of gene activity; gene-protein relationships; and genetic engineering.
Meets Science and Math II-B requirement.
J. Knight
Prereq. Biological Sciences 210 and 220; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 14

305f Cellular and Molecular Aspects of Development
(Speaking-intensive course) Examines the roles of cellular movement and cellular interaction in the development of multicellular organisms. Topics include cell recognition and adhesion during morphogenesis, the importance of extracellular matrices, and current theories of embryonic pattern formation. Self-designed laboratories include techniques such as microsurgery and time-lapse video microscopy using a wide variety of embryos and cell types.
Meets Science and Math II-B requirement.
R. Fink
Prereq. Biological Sciences 200, 210, 220, or permission of instructor; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 14

308s Darwin
(Writing-intensive course; same as History 361s(01)) This course looks at the scientific content and intellectual context of Darwin's theory of evolution—his facts, metaphors, hypotheses, and philosophical assumptions. Readings from Darwin and his sources, and examination of the organisms he studied. A background in eighteenth- and nineteenth-century history or whole organism biology is recommended.
Does not meet a distribution requirement in biological sciences.
Meets Humanities I-B requirement.
S. Rachootin
Prereq. Biological Sciences 213 or 226, 4 credits in history, or permission of instructor; 2 meetings (75 minutes, plus one fourth hour), 4 credits; enrollment limited to 20

***309s Vertebrate Biology**
A study of vertebrates with emphasis on structural adaptations for functions such as feeding and locomotion, and on natural history. Some morphology and field identification involved in laboratory work.
Meets Science and Math II-B requirement.
The department
Prereq. two of Biological Sciences 200, 210, 213; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits

310f Invertebrate Zoology
This course looks at the evolutionary relations of the profoundly different groups of animals in light of their structure, development, and fossil history. Emphasizes exceptional organisms that prove—and disprove—biological rules. Themes include

coloniality, asexual reproduction, metamorphosis, and making skeletons.
Meets Science and Math II-B requirement.
S. Rachootin
Prereq. Biological Sciences 226; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 12

311f Protein Biochemistry and Cellular Metabolism
(See Biochemistry 311f and Chemistry 311f)

314s Nucleic Acids Biochemistry and Molecular Biology
(Same as Biochemistry 314s and Chemistry 314s) This course is an in-depth examination of DNA and RNA structues and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.
Meets Science and Math II-B requirement.
L. Hsu
Prereq. Biological Sciences 210, Chemistry 302, Biochemistry 311, or permission of instructor; 4 credits; enrollment limited to 40
Note: *Please sign up for this course as Biochemistry 314.*

315s Ethology
(Writing-intensive course) In this course, students learn to view and understand animal behavior within an evolutionary context. The mechanistic side of behavior is investigated and students explore how behavioral traits originate and evolve over time. Students will integrate their knowledge of how organisms work with an appreciation of why they work the way they do. At the end of the course, students will understand basic concepts in behavioral biology and know many of the experiments that have facilitated our understanding of this field. They will be able to construct hypotheses and design experiments that address behavioral phenomena. The laboratory portion of this course is based on individual projects.
Meets Science and Math II-B requirement.
R. Brodie
Prereq. 8 credits of biological science at the 200 level, with 223 or 226 strongly recommended; 3 meetings (50 minutes), plus fourth hour, 1 lab (3 hours); 4 credits; enrollment limited to 20

316f Scanning Electron Microscopy
(Same as Geology 316f) Includes theory and operation of the scanning electron microscope and preparation of biological and geological materials for observation. The versatile use of the microscope will be emphasized and will include low magnification, high resolution, and back scattered (reflected) electron modes of operation as well as operation at different pressures. Energy dispersive X-ray microanalysis will be introduced.
Does not meet a distribution requirement.
P. Gruber, M. Rice
Prereq. 4 credits of biological sciences or geology course at the 200 level; 1 meeting (2 hours), 1 lab (3 hours); 2 credits; enrollment limited to 10

319f Immunology
This course will cover the cells, organs, and biochemical signals that constitute the immune system, as well as immune mechanisms for removal of foreign pathogens. Additional topics will include: autoimmunity, allergy, vaccination, transplantation, immune deficiency, and pathogen evasion strategies. Special emphasis will be placed on the human immune response, with the addition of clinical case studies and independent laboratory projects to reinforce these ideas.
Meets Science and Math II-B requirement.
R. Herlands
Prereq. Biological Sciences 210 and 220; 2 meetings (75 minutes), 1 meeting (50 minutes), 1 lab (4 hours); 4 credits; enrollment limited to 30

320f Studies with the Electron Microscope
Introduction to the transmission electron microscope and its potential contributions to the biological sciences, through semester-long investigations of students' choosing. Projects may range from the molecular to the cellular/organismal levels and draw upon a variety of preparation techniques. Students wishing to extend their experience in other

courses, including Biological Sciences 295 and 395, may enroll in this course concurrently.
Does not meet a distribution requirement.
P. Gruber
Prereq. Biological Sciences 220 or permission of instructor; 1 meeting (2 hours), 1 unarranged lab (2 hours); 2 credits; enrollment limited to 10

321fs Conference Course
Selected topics from areas emphasized in the department according to needs of particular students. Study in small groups or by individuals.

Fall 2007:

321f(01) Extreme Life
This course will focus on biological systems that push the limits of structural and physiological possibility. For example, midges flap their wings at up to 1000 Hz; bar-headed geese migrate over Mount Everest; deep-sea fish withstand pressures near 300 atmospheres; certain frogs can allow their body temperatures to drop below 0 degrees C. We will explore the diverse mechanisms that underlie how organisms reach extreme levels of performance and survive in extreme environments through readings and discussions.
Does not meet a distribution requirement.
G. Gillis
Prereq. jr, sr, or permission of instructor; 1 meeting (2 hours); 2 credits; enrollment limited to 12

321f(02) Cytoskeleton and Cell Motility
An exploration of the prokaryotic and eukaryotic cytoskeleton with a particular focus on protein filaments and motors involved in a number of cellular processes, including: intracellular transport, cell motility, and chromosomal segregation. The course will include explorations into current research in the cytoskeleton via extensive use of the primary literature and review articles.
Does not meet a distribution requirement.
O. Quintero
Prereq. jr, sr or permission of instructor; 3 meetings (50 minutes); 4 credits; enrollment limited to 20

Spring 2008:

321s(01) Careers in Biotechnology
This course will explore career opportunities in the biotechnology industry. We will cover a range of research areas such as pharmaceuticals, immunology, or environmental biology. Other topics include some basics on structure and funding of companies and kinds of opportunities that exist for scientists with bachelor's or graduate degrees. We will hear about current research in local companies from guest speakers.
Does not meet a distribution requirement.
A. Springer
Prereq. Biological Sciences 210 required; Biological Sciences 220 and 319 recommended; 1 meeting (2 hours); 2 credits; enrollment limited to 24

321s(02) The Neurobiology of Art and Music
Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of a visual object, such as shape, color, and depth, and ask how this processing may affect the way we draw and paint. We will ask whether musical dissonance and consonance are biologically or culturally determined and whether or not different parts of the brain process different aspects of music such as pitch, melody, harmony, rhythm, and the emotional content of a musical piece.
Does not meet a distribution requirement.
S. Barry
Prereq. jr or sr with at least 8 credits at the 200 level in biology, neuroscience and behavior, studio art, art history, or music; 2 credits; enrollment limited to 10

321s(03) Computational Techniques in Biology
We will explore how mathematics can be used to better understand the remarkable abilities of uniquely evolved organisms (e.g., jumping spider seismic signaling, mammalian cochlea, the sounds of cricket courtship, sensitivity and coding by insect cerci). An appreciation for quantitative concepts is important, but neither mathematical expertise nor prerequisite course work is required. Principles will be introduced in the context of behavior and physiology. The

course will involve loosely equal components of discussion and lecture.
Does not meet a distribution requirement.
J. Krans
2 credits; enrollment limited to 12

321s(05) Marine Conservation Biology
(Speaking- and writing-intensive course) This seminar course will be based entirely on published research related to issues in marine conservation biology. It will focus primarily on the most recent data on global climate change, but the course will also address other topics such as waste disposal, the management of fisheries, and invasive species. A semesterlong group project will be conducted by the class, in which students will research and defend a stakeholder's position in a current environmental affair, submit a position paper, and engage in a debate near the end of the semester. Students taking this course will have in-depth, up-to-date knowledge of the research that informs our understanding of global environmental change.
Does not meet a distribution requirement.
R. Brodie
Prereq. Biological Sciences 223 or 226;
2 credits; enrollment limited to 15

**Chemical Communication in Vertebrates*
(Speaking-intensive course) How is information about physiological states coded in chemical information passed between animals? How is this information passed between organs in the body? In this course we'll read and discuss the primary literature in biology to look in depth at the nature of chemical communication in vertebrates. We will study hormones, pheromones, and neurotransmitters, the neuroendocrine mechanisms that mediate their functions in the body, and the social and physical contexts in which these signalling mechanisms operate.
Does not meet a distribution requirement.
S. Bacon
Prereq. Biological Sciences 220 or permission of instructor; 2 credits; enrollment limited to 14

**Emerging Infectious Diseases*
(Speaking-intensive course) What is the current state of infectious disease in the world? What are the important factors that favor the emergence or reemergence of specific infectious agents? In this course the primary literature will be used as a foundation for discussing global emerging and reemerging infectious diseases. As a group we will discuss the science behind these diseases and their therapies as well as some of the social aspects relevant to the present-day spread of infectious disease. Students will be expected to work in collaborative groups to present background material and original research findings relevant to these pathogens and the diseases they cause.
Does not meet a distribution requirement.
S. Stranford
Prereq. Biological Sciences 319, or permission of instructor; 1 meeting, 3 hours; 4 credits; enrollment limited to 12

***322s Comparative Biomechanics**
The main objective of this course is to explore organismal structure and function via an examination of the basic physical principles that guide how living things are constructed and how organisms interact with their environment. We will use the combined approaches of the biologist and engineer to study the impact of size on biological systems, address the implications of solid and fluid mechanics for animal design, survey different modes of animal locomotion, and learn how biologists working in diverse areas (e.g., ecology, development, evolution, and physiology) gain insight through biomechanical analyses.
Meets Science and Math II-B requirement.
G. Gillis
Prereq. any two courses above Biological Sciences 200, or permission of instructor;
2 meetings (75 minutes), 1 lab (3 hours);
4 credits; enrollment limited to 18

***323f Plant Growth and Development**
This course is a study of the higher plant, its structure, organization, and development. Examines both endogenous and environmental factors influencing plant growth and reproduction. Topics include anatomy, hormones and their mode of action, tropisms, photomorphogenesis, and flowering.

Meets Science and Math II-B requirement.
A. Frary
Prereq. Biological Sciences 150, 200, 210, or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 24

325f Plant Diversity and Evolution
This course explores the tremendous diversity of the plant kingdom, emphasizing the local flora. Evolutionary relationships are discussed on the basis of comparisons of reproductive biology, morphology, anatomy, cell structure, and molecular biology.
Meets Science and Math II-B requirement.
A. Frary
Prereq. two of Biological Sciences 200, 210, 213, or 226, or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 14
Offered alternate years

327s Microbiology
This course is a general study of microorganisms and their activities, including form and structure; biochemical processes of growth, metabolism, and energy storage; distribution in nature and relationships to other organisms; cycles of matter; beneficial and detrimental effects on humans; and physical and chemical effects microorganisms make in their environment.
Meets Science and Math II-B requirement.
R. Herlands
Prereq. Biological Sciences 220 and either 210 or 213; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 28

328s Regulatory and Integrative Human Physiology
A consideration of the physiological processes involved in the control of human body functions. We will study the mechanisms for regulating individual organ systems and how these mechanisms respond to changing needs of the individual. Our examination of the physiological controls will include an analysis of the underlying cellular and molecular processes that drive the mechanisms and integrate the activities of the different systems.
Meets Science and Math II-B requirement.
S. Bacon
Prereq. Biological Sciences 220 or Biochemistry 311; 4 credits; enrollment limited to 24

***331s Theory and Application of Conservation Biology**
This course focuses on advanced ecological theory applied to conservation. Class will combine lectures and discussions of primary scientific literature. Labs will include field trips to collect observational and experimental data and indoor exercises to explore the concepts of rarity, coexistence, and population viability with mathematical models. A community based learning aspect is possible for the final project in this class.
Meets Science and Math II-B requirement.
M. Hoopes
Prereq. Biology 223 or 226 or Environmental Studies 200; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 20

***332f Macroevolution**
This course presents the science of biological form and its relation to adaptation, development, and the modes of evolutionary change. Whole organisms are emphasized in the first part of the course; the emerging field of evo-devo is the emphasis of the second part.
Meets Science and Math II-B requirement.
S. Rachootin
Prereq. Biological Sciences 213 or 226; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

333s Neurobiology
We will study the electrical and chemical signals underlying the generation of the nerve impulse and synaptic transmission. We will then explore neuronal circuits underlying learning and memory, movement, and sensory perception.
Meets Science and Math II-B requirement.
S. Barry
Prereq. Biological Sciences 200, 220, and 4 credits in chemistry or physics; 3 meetings (50 minutes), 1 discussion (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 24

335s Mammalian Anatomy
This course will examine the fundamental structural organization of the mammalian body. The lecture portion of the class will focus largely on humans, and students will

gain practical insight into other mammalian systems in the laboratory.
Meets Science and Math II-B requirement.
G. Gillis
Prereq. any two courses above Biological Sciences 200; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 24

340s Eukaryotic Molecular Genetics
In this course we will examine the role of molecular genetic analysis in the study of phenomena such as human disease (e.g., breast cancer), animal development, and programmed cell death. We will also study genetic engineering of plants and animals. There will be group discussions of original research and review articles, and we will sometimes use a case method approach.
Meets Science and Math II-B requirement.
C. Woodard
Prereq. Biological Sciences 200 and 210; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 24

344s Biogeochemistry of Northern Ecosystems
(Speaking- and writing-intensive course; same as Environmental Studies 344s) Global climate models and recent evidence show that ecosystems in the northern latitudes are extremely sensitive to climate change. This interdisciplinary science course examines boreal, subarctic, and arctic ecosystems through the study of nutrient cycling, plant ecology, hydrology, soil processes, and biosphere-atmosphere interactions. Topics include fundamentals of biogeochemical elements such as carbon and nitrogen at scales from the microscopic to global, sensitivity, feedbacks to climate change, and disturbance processes such as fire and permafrost degradation.
Does not meet a distribution requirement.
B. Hooker
Prereq. at least two semesters of biology, chemistry, or environmental science, and permission of the instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15
Note: *Please sign up for this course as Environmental Studies 344.*

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, and permission of department; submit application in biological sciences office or via the department's Web site; 1 to 8 credits; enrollment limited to 30
Note: *See safety training restrictions in description of Biological Sciences 295.*

Chemistry

The chemistry major and minor are administered by the Department of Chemistry: Professors Browne (on leave 2007–2008) and Decatur; Associate Professors Chen (*chair*), Cotter, Gomez, Hamilton (on leave 2007–2008); Assistant Professors Dickens, Nunez; Visiting Assistant Professor van Giessen.

Contact Persons

Christine Rowinski, *senior administrative assistant*
Wei Chen, *chair*

Chemistry is the study of the composition, synthesis, physical properties, and transformations of materials, including biological substances, technological materials, and natural products. The goals of the chemistry major are to give students a firm foundation in the fundamental principles of chemistry, its subdisciplines, and their interrelationships; to develop a proficiency in experimental technique, design, and interpretation; and to expose students to contemporary research questions and applications. This is accomplished through hands-on experience with modern instrumentation throughout the curriculum, a broad array of advanced course work, and engagement in active discussion and collaboration with the chemistry faculty.

Requirements for the Major

Recognizing that the physical sciences in general, and chemistry in particular, can be the starting point for a broad variety of career trajectories, the department offers two tracks to the chemistry major, sharing a common disciplinary core. Track A is a specialist track, designed as preparation for doctoral study. Although all of our students receive the bachelor of arts degree, this track is comparable to a traditional bachelor of science. Students who want to focus their undergraduate education on the chemical sciences, but who are considering professions that do not necessarily require a doctorate in the discipline—such as science studies, secondary school science teaching, science writing/journalism—may wish to consider Track B, a generalist track that encourages them to locate their subject-matter expertise in multiple contexts: within the sciences, within the current social matrix, and within the historical scope of human knowledge. *Students wishing to teach chemistry in secondary schools within the State of Massachusetts must complete the requirements of Track B in order to qualify for licensure.*

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

Track A (Predoctoral)

Credits

- A minimum of 36 credits in chemistry including, seven core courses
- A year of calculus (Mathematics 101 and 202)
- A year of calculus-based physics (Physics 115 and 216)

Courses

- Core courses in chemistry:
    - 101 and 201, General Chemistry I and II
    - 202 and 302, Organic Chemistry I and II
    - 308, Chemical Thermodynamics
    - 325, Atomic and Molecular Structure *and*
    - 315, Experimental Methods
- 8 or 12 credits in elective courses, at least four of which must be at the 300 level

Other

- Participation in two semesters of the department comprehensive seminar program
- An individual oral presentation at the annual Senior Symposium

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

Credits

- A minimum of 32 credits in chemistry, including six core courses
- A semester of calculus (Mathematics 101)
- A semester of calculus-based physics (Physics 115)

Courses

- Core courses in chemistry:
    - 101 and 201, General Chemistry I and II
    - 202 and 302, Organic Chemistry I and II
    - 308, Chemical Thermodynamics *and*
    - 315, Experimental Methods
- Elective courses must include at least one from each of the following categories. Permission to use a course other than those listed here must be obtained from the department chair.
    - *Biochemistry:* Chemistry 212, Chemistry of Biomolecules; Chemistry 311, Protein Biochemistry and Cellular Metabolism; Chemistry 314, Nucleic Acids Biochemistry and Molecular Biology; or Chemistry 333, Protein Structure and Function
    - *History and Philosophy of Science:* Chemistry 210, Biotechnology, or 250, Introduction to the History of Chemistry; *or* Philosophy 206, Introduction to the Philosophy of Science; *or* Women's Studies 235, Gender, Race, and Science
    - *Earth and Environment:* Environmental Studies 101, Introduction to Environmental Studies; *or* any geology course
    - *Biology:* 150, Introductory Biology: Form and Function; *or* 200, Introductory Biology II: How Organisms Develop

Other

- Participation in two semesters of the department comprehensive seminar program
- An individual oral presentation at the annual Senior Symposium

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

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

	Fall	*Spring*
Fy	Chemistry 101 or 100 Mathematics 101	Chemistry 201 Mathematics 202
Soph	Chemistry 202 Physics 115	Chemistry 302 Physics 216
Jr	Chemistry 308	Chemistry 325 Chemistry 315
Sr	Additional electives and independent work	

Students entering the major at Chemistry 201 or 202 gain additional flexibility in planning their course work. Students who would like a chemistry major with a biochemical emphasis should consider including some or all of the following courses in their programs: Chemistry 212, 311, 314, 333, and 345 (these students should note the biology prerequisites for Chemistry 311 and 314).

Independent work is encouraged and usually takes the form of work on a problem allied to the research interests of a faculty member, details of which are available from the chemistry department office. A number of Mount Holyoke College students participate in the department's summer research program (eight-ten weeks of paid, full-time

research), a valuable addition to their education. Students may pursue independent work at any time in their Mount Holyoke careers. The department is extremely well equipped for research, including two high-field nuclear magnetic resonance spectrometers, several gas (GC) and high performance liquid (HPLC) chromatographs, numerous infrared (IR), ultra-violet/visible (UV-Vis) and fluoresence spectrometers, in addition to specialized equipment for microwave promoted synthesis of peptides and organic molecules, calorimetry, dynamic light scattering, electrochemistry and computational molecular modeling.

The Department of Chemistry is approved by the American Chemical Society (see below). Students planning graduate study in chemistry should be aware that some programs require additional background in mathematics and physics. Reading knowledge of French, German, or Russian and familiarity with computer languages are also valuable. Given the current emphasis on molecular biology in chemical research, students may find courses in biology particularly valuable.

For information about a biochemistry major, see Biochemistry.

Requirements for the Minor

Credits

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

ACS Certification of an Undergraduate Degree in Chemistry

The process of ACS degree certification works as follows. The Committee on Professional Training of the American Chemical Society sets the criteria for approval of a chemistry program; the chair of the approved program certifies annually those students who have met the curricular guidelines. Recent guidelines state a minimum core requirement of 28 semester credit hours of basic instruction with comparable emphasis on the areas of analytical chemistry, inorganic chemistry, organic chemistry, and calculus-based physical chemistry. Biochemistry must also be part of the undergraduate chemistry curriculum—if not included in the core, then it must be taken as an advanced requirement. Advanced requirements include a minimum of two advanced courses in chemistry or two semesters of independent research.

Choosing a First Chemistry Course

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

Chemistry 100 (offered when staffing allows) covers the same material as Chemistry 101, but spends more time in class on reviewing the techniques and mechanics of quantitative problem solving. Students with no previous high school chemistry experience, or who want to reinforce their problem-solving skills, may consider Chemistry 100 as an option.

Many students enter Mount Holyoke College with a substantial background in chemical principles. Such students include those who have taken two years of high school chemistry, completed A-level chemistry or the International Baccalaureate, taken the Advanced Placement examination in chemistry with a score of 4 or 5, or taken the Achievement Test in chemistry with a score of 650 or higher. For these students Chemistry 201, General Chemistry II, is usually the appropriate choice. In this course, students extend their understanding of electronic structure, equilibrium, spontaneity, and electrochemistry, and receive an introduction to some descriptive chemistry of the elements. New students should take the department's placement exam to determine the appropriate starting chemistry course (Chemistry 100, 101, or 201).

Course Offerings

***100f Problem Solving in General Chemistry**
This course is designed to introduce chemistry to students who have had difficulty with quantitative problem solving. The syllabus will follow closely that of Chemistry 101, and students will participate in the 101 laboratory. Chemistry 100 differs from 101 not in content, but in format: through a small enrollment and five weekly course meetings rather than three, the course emphasizes intensive, faculty-supervised group work and the development of quantitative problem-solving skills. Chemistry 100 serves equally with 101 as an introduction to the department's core sequence. Students should also enroll in a lab section of Chemistry 101.
Meets Science and Math II-B requirement.
D. Cotter
5 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 20

101f General Chemistry I
This course provides introduction and development of fundamental concepts including stoichiometry, reactions in aqueous solutions, thermochemistry, atomic structure, chemical bonding, and acid-base reactions. The laboratory emphasizes basic skills, quantitative chemical measurements, and principles discussed in lectures.
Meets Science and Math II-B requirement.
W. Chen, D. Cotter
3 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 65

105f Chemistry: Applications, Innovations, and Social Justice
Chemistry and chemical methods underlie many technologies impacting social and political decisions. This course will explore the fundamental principles of chemistry in the context of these important applications. This course is ideal for students interested in learning more about chemistry in the context of "real world" issues. This course is not intended as a substitution for Chemistry 101.

105f(01) (Speaking- and writing-intensive course; first-year seminar) The interactions of light, energy, and matter will be explored as it relates to various instrumental methods and applications. In forensic science, what is the chemistry used in identification? How does chemistry shed light on the use of DNA as an identification tool? Does the chemistry directly support the health claims of organic foods? Does the chemistry of the nuclear reactor spill at Chernobyl support or not support the production of a new nuclear reactor? Guest speakers and readings will complement course assignments. The course will introduce students to problem solving as well as scientific writing. There is no lab component to this course.
Meets Science and Math II-C requirement.
C. Allen
2 meetings (75 minutes); 4 credits; enrollment limited to 16

105f(02) Gods and Monsters: Science and Scientists in the Modern World
(First-year seminar) Since the emergence of recognizable scientific communities in early modern Europe, Western culture has been increasingly marked by scientific activities and products. Science and technology have evoked a broad range of intellectual and emotional responses from scientists and the public alike: hope, expectation, fear, dread. We will examine the history of modern science from the seventeenth century to the present, paying special attention to literary and popular responses to this new and powerful social force. Texts will include works by historians and other scholars of science, writings of significant scientists from various periods, and a selection of novels, stories, and films.
Does not meet a distribution requirement.
D. Cotter
Prereq. fy or permission of instructor; 2 meetings (105 minutes); 4 credits; enrollment limited to 16

160f Integrated Introduction to Biology and Chemistry
This 8-credit course serves as a gateway to both the biology and chemistry core curricula. The course introduces and develops fundamental concepts in chemistry while also exploring the diverse range of strategies adopted by living systems to survive in different environments. This course prepares students for further study in

chemistry (Chemistry 201) and/or biology (Biology 200). Students must register for both Biology 160 and Chemistry 160 as well as a single lab section (listed under Chemistry 160). Recommended for students interested in completing prehealth requirements or advanced study in biochemistry or neuroscience.
Meets Science and Math II-B requirement.
S. Decatur, G. Gillis
3 meetings (50 minutes), 3 meetings (75 minutes), and 1 lab (4 hours) per week.
4 credits; enrollment limited to 60
Note: *Students must co-enroll in Biology 160 and Chemistry 160 for a total of 8 credits.*

201s General Chemistry II
This course provides background in basic principles of physical, analytical, and inorganic chemistry essential to the study of all chemical phenomena. Topics include elementary principles of molecular electronic structure, quantitative treatment of chemical equilibrium with applications to solubility, acid-base, and electron transfer reactions, introduction to chemical kinetics and thermodynamics, and the chemistry of coordination compounds. Laboratory experiments will include classical analytical and kinetic techniques, preparation of inorganic compounds, and an introduction to ab initio electronic structure calculations.
Meets Science and Math II-B requirement.
D. Cotter, A. van Giessen
Prereq. Chemistry 100 or 101 with grade of C or better, or permission of instructor; 3 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 65

202f Organic Chemistry I
Introduces organic chemistry, emphasizing the principles governing broad classes of reactions. Topics include stereochemistry, nucleophilic substitution and elimination reactions, the chemistry of alkanes, alkenes, alkynes, alcohols, and ethers, and an introduction to infrared and nuclear magnetic resonance spectroscopy. Laboratory work includes synthesis, practice in the techniques of distillation, crystallization, chromatography, molecular modeling, and identifying unknown organic compounds by chemical and spectroscopic means.
Meets Science and Math II-B requirement.
A. van Giessen, M. Nunez
Prereq. Chemistry 100 or 101, 200 or 201 with grade of C or better, or permission of intructor; 3 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 130

***210s Biotechnology: Science, Culture, and Ethics**
The development of a molecular understanding of the basis of life, and the application of this knowledge to alter and engineer living organisms, is an ongoing scientific revolution with far-reaching social and ethical considerations. This course introduces the science of the biotechnology revolution within its historical and social context; a description of the fundamental chemistry and molecular biology underlying these technologies is integrated with exploration of their social and ethical impacts. Topics to be covered include the structure of DNA, the human genome project, genetic engineering in agriculture, and cloning.
Meets Science and Math II-C requirement.
S. Decatur
Prereq. Chemistry 100 or 101, Biological Sciences 151, or Interdepartmental Courses 121–122, or permission of instructor; 4 credits

212f Chemistry of Biomolecules
An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. Structures of important biomolecules. The role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are considered, including those of proteins, carbohydrates, lipids, and nucleic acids. This course is not intended for Biochemistry majors, who must complete Biochemistry 311f and 314s.
Meets Science and Math II-C requirement.
M. Nunez
Prereq. Chemistry 202; 4 meetings (50 minutes); 4 credits; enrollment limited to 25; first priority will be given to sophmores and juniors.

***220f Simulating Chemistry, Biochemistry, and Materials Science: An Introduction to Scientific Computing**
From the very early days of computers, they have been used in atomic simulations. Today, there are many algorithms for simulating chemical events. Simulations allow us to gain

insight into possible causes of physical phenomena. This course introduces some of the methods used to simulate chemistry, biochemistry, and materials science. Potential energy surfaces, Monte Carlo methods, and molecular dynamics are introduced and applied to projects in chemistry, biochemistry, and materials science.
Meets Science and Math II-C requirement.
M. Gomez
Prereq. Mathematics 202 (or equivalent), or permission of the instructor; 4 credits; enrollment limited to 15

232f Global Biogeochemistry
This course will examine the chemistry of the surface of the Earth. Our planet is basically a closed system, and chemical cycles of certain elements are driven by biological and geological processes which, in turn, determine the distribution and nature of life on Earth. We will study the chemistry of the atmosphere, soils, rivers, and oceans and look at how these systems are connected via the global nitrogen, phosphorus, and carbon cycles. We will especially focus on the carbon cycle and examine how humans have altered the distribution of this central element. Lecture sessions will be complemented by reading-based discussions.
Meets Science and Math II-C requirement.
A. Dickens
Prereq. Chemistry 101, Chemistry 201 recommended; 3 meetings (50 minutes); 4 credits; enrollment limited to 25

250s Introduction to the History of Chemistry
(Writing-intensive course) Traces the growth of chemistry in several ways: as a body of knowledge and beliefs, as a practical means of intervention, and as a community of practitioners linked (or divided) by sociopolitical bonds and common interests, intellectual and otherwise. After an overview of chemical history and an introduction to various scholarly traditions in the field, the balance of the course will be devoted to case studies of narrower topics or episodes, such as the alchemical tradition and Robert Boyle, the eighteenth-century chemical revolution, nineteenth-century organic chemistry, Ionism, atomism and elementalism, chemistry and war, the quantum revolution, educational traditions, the role of women.
Meets Science and Math II-C requirement.
D. Cotter
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

295fs Independent Study
Independent work in chemistry can be conducted with any member of the department.
Does not meet a distribution requirement.
The department
Prereq. soph, permission of department required every semester; 1 to 4 credits
Note: *Students conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research. Course credit will not be granted to students who do not receive safety training.*

302s Organic Chemistry II
A continuation of Chemistry 202 that addresses the chemistry of aromatic compounds, the carbonyl group, and a number of other functional groups. Examples drawn from compounds of biological interest. The laboratory includes organic synthesis and the identification of unknown compounds by chemical and spectroscopic means.
Meets Science and Math II-B requirement.
M. Nunez
Prereq. Chemistry 202 with gade of C or better; 3 lectures (75 minutes), 1 lab (4 hours); 4 credits; enrollment limited to 100

308f Chemical Thermodynamics
A consideration of the contribution of thermodynamics to the understanding of the "driving forces" for physical chemical changes and the nature of the equilibrium state.
Meets Science and Math II-B requirement.
M. Gomez
Prereq. Chemistry 200 or 201, 202, Mathematics 101, Physics 103 and 204, or 115 with grade of C or better; 3 meetings (75 minutes), 1 lab (4 hours); 4 credits; enrollment limited to 36

311f Protein Biochemistry and Cellular Metabolism
(See Biochemistry 311f and Biological Sciences 311f)

314s Nucleic Acids Biochemistry and Molecular Biology
(See Biochemistry 314s and Biological Sciences 314f)

315s Experimental Methods
Uses extended research-style projects to introduce advanced techniques in physical measurement (e.g., high-resolution spectroscopy, calorimetry, electrochemistry), separation and analysis (e.g., gas- and liquid-phase chromatography, mass spectrometry), and chemical synthesis (e.g., catalytic and enantioselective methods, biomolecules, polymers). Students will increase their repertoire of laboratory skills while learning to integrate concepts from different subdisciplines of chemistry into a unified experimental approach to problem solving.
Does not meet a distribution requirement.
A. Dickens
Prereq. Chemistry 302; 2 meetings (75 minutes), 1 discussion (50 minutes), 1 lab (4 hours); 4 credits; enrollment limited to 20

317s Principles of Polymer Chemistry
An introduction to the study of molecules of high molecular weights with emphasis on synthetic rather than naturally occurring polymers. Topics include polymerization, structures, molecular weight determination, molecular weight distribution, chain configurations, rubber elasticity, and thermodynamics and statistical mechanics of polymer solutions.
Does not meet a distribution requirement.
W. Chen
Prereq. Chemistry 302; 2 meetings (75 minutes); 1 discussion (50 minutes); 4 credits
Offered once every three years

325s Atomic and Molecular Structure
This course is an introduction to experimental and theoretical approaches to the determination of the structure of atoms, molecules, and chemical bonds. Classroom work provides background in the theory of atomic and molecular structure and an introduction to quantum mechanics and spectroscopy.
Meets Science and Math II-B requirement.
M. Gomez
Prereq. Chemistry 200 or 201, 202, Mathematics 202, Physics 216 with grade of C or better; 2 meetings (75 minutes), 1 discussion (50 minutes), 1 lab (4 hours); 4 credits; enrollment limited to 36

***333f Protein Structure and Function**
This course introduces the subject of how the three-dimensional molecular structures of proteins determine and modulate their function. Topics will include fundamentals of protein chemistry and structure, comparisons of various structural motifs, and a survey of a wide range of protein functions. Examples will be drawn from the current literature on enzyme mechanisms, photosynthetic systems, motor proteins, ion channels, and topics of student interest.
Does not meet a distribution requirement.
M. Nunez
Prereq. Chemistry 302; 2 meetings (75 minutes), 1 discussion (50 minutes); 4 credits
Offered every other year

***336s Organic Synthesis**
This course emphasizes recent developments in synthetic organic chemistry and deals with general synthetic methods and specific examples of natural product synthesis. It covers such topics as new methods of oxidation and reduction, stereospecific olefin formation, ring-forming reactions, and methods of carbon-carbon bond formation. The application of these reactions to the synthesis of naturally occurring compounds is examined. A general strategy for the synthesis of complex molecules is also presented.
Does not meet a distribution requirement.
D. Hamilton
Prereq. Chemistry 302; 3 meetings (50 minutes); 4 credits; enrollment limited to 35
Offered every other year

***337f Physical Organic Chemistry**
An introduction to the concepts and methods of physical organic chemistry.

Examination of reaction mechanisms and the experimental results that support these mechanisms. Topics include structure and reactivity, reaction kinetics, mechanism determinations, and Woodward-Hoffman Rules.
Does not meet a distribution requirement.
S. Browne
Prereq. Chemistry 302, 308; 2 meetings (75 minutes); 4 credits; enrollment limited to 35
Offered every other year

***338f Organic Chemistry III**
An elective sequel to Organic Chemistry II, this course will build directly upon the standard organic chemistry sequence to add both depth of understanding and breadth of application. The course will draw heavily from the reaction classes covered in the earlier courses and add conceptual frameworks to support discussion of rearrangements of carbon skeletons, migrations to electron-deficient centers, the formation and reactions of carbenes, and symmetry control of electrocyclic processes. Recognizing that a key goal of contemporary organic chemistry is the preparation of new carbon frameworks, a brief introduction to the use of retrosynthetic analysis will also be included.
Does not meet a distribution requirement.
D. Hamilton
Prereq. Chemistry 302; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

345s Physical Biochemistry
This course introduces the fields of biophysical chemistry and molecular biophysics, where biological systems are probed and described by physical techniques and models. Topics will include the physical properties of biological molecules (proteins, nucleic acids, carbohydrates, and lipid membranes); applications of spectroscopy to biological systems, both *in vitro* and *in vivo*; the mechanisms of light harvesting and energy conversion; and technological developments inspired by biological systems. Lecture sessions (two per week) will be complemented by a weekly discussion of papers from the contemporary literature.
Does not meet a distribution requirement.
S. Decatur
Prereq. Chemistry 302 required; Chemistry 212, Biochemistry 311 or Biology 220 recommended, or permission of instructor; 2 lectures (75 minutes), discussion section (75 minutes); 4 credits

395fs Independent Study
Independent work in chemistry can be conducted with any member of the department.
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of department; 1 to 8 credits
Note: *See safety training restrictions in description of Chemistry 295.*

399fs Comprehensive Seminar
A seminar series consisting of meetings on alternate weeks to discuss articles from the current chemical literature. The readings will prepare students for attendance at lectures on the chosen topics in the remaining weeks. The lectures are given primarily by visiting speakers, but they may include department faculty. Students will serve as discussion leaders, and each student will write a paper on a presentation of her choice.
Does not meet a distribution requirement.
The department
Prereq. sr; 1 meeting (90 minutes); 1 credit; enrollment limited to 20

Classics

The majors and minors in classics, Greek, Latin, and ancient studies are administered by the Department of Classics and Italian: Associate Professors Arnold, Debnar (*chair*), Sumi (on leave spring 2008); Visiting Assistant Professor Landon.

Contact Persons

Susan LaBarre, *senior administrative assistant*
Paula Debnar, *chair*

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

The department offers courses in ancient Greek and Latin at all levels (for Sanskrit, see Asian Studies), as well as a wide array of courses (in English) approaching the culture and history of Greek and Roman antiquity from a variety of perspectives. Majors have the opportunity to spend part or all of their junior years abroad (e.g., in Rome, Athens, or Great Britain) and to use those tools that have placed the study of antiquity at the forefront of computer-based research and education (e.g., Perseus, the Thesaurus Linguae Graecae, and the Packard Humanities Institute CD-ROMs).

The department offers four majors. The broadest is ancient studies, a 32-credit major approaching the ancient civilizations from an interdisciplinary and inclusive perspective (see Ancient Studies).

Students may also major in Greek or in Latin. These majors require 32 credits in one of the ancient languages and its literature.

The classics major is a 40-credit major combining the study of both ancient Greek and Latin with a variety of courses in ancient history, art, philosophy, politics, or religion. *Students who declare a classics major automatically fulfill the College's "outside the major" requirement (see p. 7).*

Requirements for the Majors

Ancient studies: For requirements and a list of advisors from other departments, see Ancient Studies.

Greek or Latin:

- A minimum of 32 credits
    - At least 20 of the 32 credits must be at the 200 level or above in the chosen ancient language; at least 12 of these credits must be at the 300 level.
    - For the remaining credits, after consulting with her advisor, a Latin or Greek major may choose from a variety of courses in art history, classics (in English), history, language, philosophy, politics, or religion at the 200 level or above.
    - In the case of a second ancient language, 8 credits at the 100 level may count toward the major.

Classics:

- A minimum of 40 credits, including:
    - At least 20 credits at the 300 level, 12 of which must be in Latin or Greek (either language or both)
    - At least 24 total credits in Greek or Latin at the 200 level or above (at least 8 credits in each language)
    - After consulting with her advisor, for other credits, a major may choose from a variety of related courses in art history, Asian studies, classics (in English), history, politics, or religion at the 200 level

or above. In the case of the second (or a third) language, 8 credits of Greek, Latin, or Sanskrit at the 100 level may count toward the major.

Students anticipating graduate work in classics should begin the study of both Greek and Latin as soon as possible.

Requirements for the Minors

Ancient studies: See Ancient Studies.

Greek or Latin:

- A minimum of 16 credits above the 100 level in the ancient language, including at least 4 at the 300 level

Classics:

- A minimum of 16 credits in the ancient languages, including at least 4 at the 300 level
- The 16 credits must include courses in both languages; 4 credits at the 100 level in the second language may count toward the minor.

Teacher Licensure

Students interested in pursuing licensure in the fields of Latin and classics can combine their course work in Latin and classics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the majors of Latin and classics, please consult your advisor or the chair of the classics department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the classics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Study Abroad

The department encourages study abroad. In recent years a number of students in the department have spent part of their junior years at the Intercollegiate Center for Classical Studies (ICCS) in Rome. Some have pursued their studies at Oxford, Saint Andrews, and other institutions in Great Britain. Arcadia College and College Year in Athens both offer programs in Greece. Students who anticipate taking an advanced degree in archaeology, ancient art history, ancient history, or classics can also enroll in summer sessions of the American School of Classical Studies at Athens.

Classics Courses (No Greek or Latin Required)

211f Gods and Mortals: Myth in Ancient Art and Literature
(Same as Art History 211) Many ancient images tell completely different versions of myth from those portrayed in Greek and Roman literary sources. By juxtaposing distinctive modes of communication in the ancient world, students will analyze the rhetorical uses of myth, both then and now. Students will also examine the range of possibilities for translating and interpreting text and image, which will alert them to the vitality of myth as a language of its own, transcending historical parameters.
Meets Humanities I-A requirement.
B. Bergmann
2 meetings (75 minutes); 4 credits

212s Greek Tragedy and Film
This course examines the evolution of tragedy in classical Athens from choral performance to sophisticated drama through the contributions of the three most important tragedians: Aeschylus, Sophocles, and Euripides. Attention is given both to the political context in which the plays were performed and to the dramatic effects employed by the playwrights that made the stage an influential medium of powerful artistry. Students will also study the influence of ancient tragedy on film by examining

dramatic strategies modern directors employ and the allusions to Greek tragedy found in some innovative films by Roman Polanski, Woody Allen, Jules Dassin, Michael Cacoyannis, and others.
Meets Humanities I-A requirement.
B. Arnold
2 meetings (75 minutes) plus 1 screening; 4 credits

***220 The Roman Empire**
(Same as History 225) From Gibbon to the present day, the history of the Roman Empire continues to fascinate historians who have used it as a model for understanding the phenomenon of empire and its often corrupting effects. In this course, which will cover the history of Rome from the fall of the Republic to the fall of the Empire of the west (31 BC–AD 476), we will examine the administration of the Empire, the defense of its frontiers, the spread of Christianity, and the often scandalous lives of the Roman emperors in order to understand how the Roman Empire endured so long and why it came to an end.
Meets either Humanities I-A or I-B requirement.
G. Sumi
2 meetings (75 minutes); 4 credits

224s The Athenian Empire
(Taught in English) An intensive study of Athens in the fifth century BCE, from its rise to power in the Persian Wars through its defeat by Sparta in the Peloponnesian War. We will focus on primary sources, including the histories of Herodotus and Thucydides, the records of Athens' dealings with allies and of building programs at home, and selected works of Athenian art and literature (e.g., tragedy and comedy) from this period. This course will be linked to Classics 31 at Amherst College by videoconferences, with occasional joint meetings. (Readings in English)
Meets Humanities I-B requirement.
P. Debnar
Prereq. sophomore level or above, may be taken for 300-level credit with permission of the professor; 4 credits; enrollment limited to 20

***226 Sport, Society, and Politics in the Roman World**
(Same as History 226s) The Colosseum, a symbol of the grandeur of Rome, was also the arena for gladiatorial combat that was often bloody and violent. Gladiators and charioteers were at once celebrities and social outcasts. This course examines Roman sport—its inherent contradictions, its use as a form of social control and as a forum for the dissemination of propaganda and political symbols—against a backdrop of social institutions and practices (including the family, women, religion, and slavery).
Meets either Humanities I-A or I-B requirement.
G. Sumi
2 meetings (75 minutes); 4 credits

231f The City of Athens from Theseus to Alaric
(Taught in English; same as Art History 290(04)) A detailed survey of the principal surviving monuments and the overall architectural development of the city of Athens from its origins in the Bronze Age to the end of the fourth century CE. The archaeological evidence will be discussed against a broader cultural and historical background, with an emphasis on the specific people and events that helped to shape the city and the general social and political circumstances that gave the monuments meaning.
Meets Humanities I-A requirement.
M. Landon
2 meetings (75 minutes); 4 credits

***232 From Hoplites to Legions: Warfare in the Ancient World**
Greeks and Romans viewed warfare as an abiding part of the human condition. The literature and artwork of this period are filled with images of the two faces of war: it conferred great glory on the victors as well as profound horror and suffering on all involved. In this course we will examine warfare from archaic Greece and the rise of the city-state (c. 800 BCE) to the fall of the Roman Empire in the West (c. 476 CE). We will consider such topics as the culture and ethics of war and imperialism, logistics and strategies of warfare, as well as armor,

weaponry, and battlefield tactics, by closely reading a variety of primary sources and secondary materials.
Meets Humanities I-A or I-B requirement.
G. Sumi
2 meetings (75 minutes); 4 credits

***260 Knowing God**
This course examines the following key texts from the ancient world that treat significantly the problem of knowing God and the mystery enveloping such knowledge: Sophocles' *Oedipus the King*, Plato's *Phaedo*, Cicero's *Concerning the Nature of the Gods*, *Job*, Paul's *Epistle to the Romans*, and others. Attention is also given to the different ways of thinking about the divine and human natures in these works, which are broadly reflective of Graeco-Roman and Judaeo-Christian value systems.
Meets either Humanities I-A or I-B requirement.
B. Arnold
2 meetings (75 minutes); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. permission of department; 1 to 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. permission of department; 1 to 8 credits

Greek

101f–102s Elementary Greek: Homer's *Iliad*
This course introduces the ancient Greek language and epic meter through the study of the *Iliad*. The grammar of the *Iliad*, originally an oral poem, is relatively uncomplicated, so that by the middle of the first semester students will begin to read the poem in Greek. By the end of the year they will have read a portion of *Iliad*, Book I.
Does not meet a distribution requirement.
G. Sumi (fall); P. Debnar (spring)
4 meetings (50 minutes); 8 credits for the year; enrollment limited to 22
Note: *Students must complete both Greek 101 (4 credits) and 102 (4 credits) to meet the language requirement.*

201f Intermediate Greek Poetry and Prose
A review of ancient Greek grammar with continued reading of poetry and the introduction of prose through selections from Herodotus' *Histories*.
Meets language requirement; does not meet a distribution requirement.
G. Sumi
2 meetings (75 minutes) plus one additional meeting; 4 credits
Note: *Students who have not completed Greek 102 should consult with the professor.*

***213 Biblical and Early Christian Literature**
(Same as Religion 213) Reading in the Synoptic Gospels; reading chosen from the Acts of the Apostles, the Fourth Gospel, the Pauline Epistles, the Septuagint, and the early Fathers.
Meets Humanities I-A requirement.
Prereq. Greek 102; 2 to 4 credits

222s Classical Greek Prose and Poetry
This course focuses on Attic Greek, the dialect in which the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes, Thucydides' *History*, and Plato's dialogues were composed. Each year the readings will focus on a particular theme as it is treated in prose and poetry, such as: Socrates (Plato, Xenophon, Aristophanes); Athenian law courts (Lysias, Plato, Aristophanes); *Medea* (Euripides and Apollonius); *Alcibiades* (Thucydides, Plato, Plutarch). Greek 222 may be taken at the 300 level (see Greek 322).
Meets language requirement or Humanities I-A requirement.
B. Arnold
2 meetings (75 minutes); 4 credits
Note: *Students who have not completed Greek 201 should consult with the professor.*

250f Junior/Senior Tutorial
Studies in Greek lyric and elegy, pastoral poetry, the dialogues of Plato, the Greek novel, the use of myth in literature, or other authors, topics, or genres.
Meets Humanities I-A requirement.
The department
Prereq. jr, sr, 8 credits of advanced work in department, permission of instructor; 1 meeting (2 hours); 2 to 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. permission of department; 1 to 4 credits

***301 Herodotus and Thucydides**
Readings chosen to illustrate the development of historical thinking and the contributions of these two historians to the creation of an Athenian sense of identity.
Meets language requirement or Humanities I-A requirement.
P. Debnar
Prereq. Greek 222 or permission of instructor; 2 meetings (75 minutes); 4 credits

***303 Greek Drama: Sophocles and Euripides**
Reading and analysis of one or two plays of each author, with special attention to the role of the dramatist in the life and thought of his time.
Meets language requirement or Humanities I-A requirement.
P. Debnar
Prereq. Greek 222 or permission of instructor; 2 meetings (75 minutes); 4 credits

322s Classical Greek Prose and Poetry
This course focuses on Attic Greek, the dialect in which the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes, Thucydides' *History*, and Plato's dialogues were composed. Each year the readings will focus on a particular theme as it is treated in prose and poetry, such as: Socrates (Plato, Xenophon, Aristophanes); Athenian law courts (Lysias, Plato, Aristophanes); *Medea* (Euripides and Apollonius); *Alcibiades* (Thucydides, Plato, Plutarch). Greek 222 may be taken at the 300 level (see Greek 222).
Meets language requirement or Humanities I-A requirement.
B. Arnold
2 meetings (75 minutes); 4 credits
Note: *Students who have not completed Greek 201 should consult with the professor.*

350f Junior/Senior Tutorial
Studies in Greek lyric and elegy, pastoral poetry, the dialogues of Plato, the Greek novel, the use of myth in literature, or other authors, topics, or genres.
Meets Humanities I-A requirement.
The department
Prereq. jr, sr, 8 credits of advanced work in department, permission of instructor; 1 meeting (2 hours); 2 to 4 credits

***360f Directed Reading in Original Sources**
For students enrolled in classics courses (i.e., courses with readings in English), there is the opportunity to pursue a directed program of reading in the original sources in Greek.
Meets Humanities I-A requirement.
The department
Prereq. permission of instructor; 2 to 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, and permission of department; 1 to 8 credits

Latin

101f–102s Elementary Latin
Offers study and practice in the grammar and syntax of classical Latin.
Does not meet a distribution requirement.
M. Landon(fall); M. Landon, G. Ryan (spring)
4 meetings (50 minutes); 8 credits for the year; enrollment limited to 20
Note: *Students must complete both Latin 101 and 102 to meet the language requirement.*

201f Intermediate Latin I
Combines a thorough review of Latin grammar and syntax with an introduction to the life and literature of ancient Rome, based on the reading of selected passages of Roman prose and poetry.
Meets language requirement; does not meet a distribution requirement.
B. Arnold
3 meetings (75 minutes); 4 credits
Note: *Students who have not completed Latin 102 must take the diagnostic exam.*

222s Intermediate Latin II
Includes the life and literature of the early Roman empire, as seen in selected works of authors such as Petronius, Ovid, Pliny, and others. Offers further review of grammar and syntax.

Meets language requirement or Humanities I-A requirement.
The department
3 meetings (50 minutes); 4 credits; enrollment limited to 20
Note: *Students who have not completed Latin 201 should consult with the instructor.*

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. permission of department; 1 to 4 credits

***302 Cicero and the Enemies of the Roman Republic**
The career of the Roman orator and statesman Marcus Tullius Cicero spanned the last generation of the Roman Republic, a period of political instability and civil war. As the leading orator of his day, Cicero often used his rhetorical skills to thwart those who he believed were bent on the destruction of the Roman Republic. In this course, we will examine the role of public oratory in the political process in this period with a close reading of Cicero's speeches and letters concerning one of his political enemies (Catiline, Clodius, or Mark Antony).
Meets language requirement or Humanities I-A requirement.
G. Sumi
Prereq. Latin 222 or a 300-level Latin course or permission of instructor; 2 meetings (75 minutes); 4 credits

***307 The Slender Muse**
A study of the highly romantic poetry that launched a revolution in Latin literature, including such works as Catullus's epyllion on Peleus and Thetis, and Vergil's *Eclogues* and *Georgics*, with attention to the new understanding of poetry shown in these poems and to their commentary on the social turmoil of the last phase of the Republic.
Meets language requirement or Humanities I-A requirement.
B. Arnold
Prereq. Latin 222 or permission of instructor; 2 meetings (75 minutes); 4 credits

309 Vergil: *Aeneid*
A study of the *Aeneid* with attention both to its presentation of the classic conflict between Greek and Roman value systems and to its controversial portrayal of empire in the Augustan age.
Meets language requirement or Humanities I-A requirement.
B. Arnold
Prereq. Latin 222 or permission of instructor; 2 meetings (75 minutes); 4 credits

310 Ovid: *Metamorphoses
A study of Ovid's ambitious epic celebrating change and transformative forces, with attention to the challenges it poses to traditional Roman values and to conventional Roman notions of the work appropriate to a poet. In particular, consideration will be given to the way Ovid's poem subversively responds to Vergil's work.
Meets language requirement or Humanities I-A requirement.
B. Arnold
2 meetings (75 minutes); 4 credits
Note: *Students who have not completed Latin 222 must consult with the professor.*

***312s *Roma Ludens*: Comedy and Satire in Ancient Rome**
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 satrical elements appear in a wide range of Roman literature. Authors may include Plautus, Terence, Horace, Ovid, Martial, Juvenal, and others.
Meets language requirement or Humanities I-A requirement.
P. Debnar
Prereq. Latin 222 or permission of instructor; 2 meetings (75 minutes); 4 credits

313s The Roman Historians
In the minds of Romans, history and historiography were closely linked. Thus, in this course, we will examine equally form and content (i.e., how Romans wrote their history

and what they tended to write about) in the works of Livy, Sallust, and/or Tacitus.
Meets language requirement or Humanities I-A requirement.
M. Landon
Prereq. Latin 222 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***318 Views on Augustus**
Augustus came to power after a long period of civil unrest; he restored order and stability and established a peace that would endure for more than two centuries. As Rome's savior and its first emperor, his accomplishments were the subject of biography, history, and even poetry. He is a complex historical figure who eludes simple interpretation. Yet we will try in this course to understand Augustus' character and accomplishments through a variety of sources, including Suetonius, Horace, and Augustus himself.
Meets language requirement or Humanities I-A requirement.
The department
2 meetings (75 minutes); 4 credits
Note: *Students who have not completed Latin 222 should consult with the instructor.*

350f Junior/Senior Tutorial
Studies in Roman lyric, elegy, didactic poetry, the Roman novel, Roman use of myth in literature, or other authors or genres.
Meets language requirement or Humanities I-A requirement.
The department
Prereq. jr, sr, with 8 credits of advanced work in Latin, permission of instructor; 2 to 4 credits

***360f Directed Reading in Original Sources**
For students enrolled in classics courses (i.e., courses with readings in English), there is the opportunity to pursue a directed program of reading in the original sources in Latin.
Meets Humanities I-A requirement.
The department
2 to 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, and permission of department; 1 to 8 credits

Complex Organizations Program

The minor in complex organizations is administered by the Complex Organizations Committee: Professors Amy (politics), Christiansen (economics), Ellis (history), Gabriel (economics), McGinness (history, *chair*), Pyle (politics), Margaret Robinson (mathematics), Michael Robinson (economics), Schwartz (history); Assistant Professor Guldi (economics); Visiting Professor Butterfield; Visiting Associate Professor Fox (politics).

Contact Persons

Patricia Ware, *senior administrative assistant*
Frederick McGinness, *chair*

The Complex Organizations Program is an interdisciplinary liberal arts offering that focuses on the behavior of individuals and groups in a variety of organizational settings. The program studies the theory and nature of organizations and challenges students to examine critically and imaginatively a range of current issues affecting organizational life (ethics, decision making, privacy, patterns and practices of discrimination, finance, career paths). The program is meant to complement a major in any field by providing a number of methodologies for dealing flexibly with the issues graduates will face in the workplace.

Requirements for the Minor

Credits

- A minimum of 16 credits selected from the complex organizations courses listed in this section. (With the chair's permission, comparable Five College courses may be elected.)

Courses

- Complex Organizations 299, Leadership and the Liberal Arts
- Any combination of the other complex organizations courses at the 200 and 300 levels
- Courses included in the minor may not be the same courses used for the completion of a major.

Other

- An internship in an organization is strongly encouraged but not required for the minor.

Course Offerings

***204f Poverty in the United States**
(Same as American Studies 290f(04)) Why are so many people poor in the most affluent of all nations? Are there self-perpetuating "cultures of poverty?" Is poverty the result of economic conditions; failed government programs; discrimination; out-of-wedlock births; inadequate parenting; divorce; poor schools, health, or housing; or defects of intelligence or moral character? This course will examine these and other conflicting explanations of poverty and potential remedies from a variety of social science and political perspectives, with special attention to recent laws affecting public assistance, medical care, and taxation. The course will include a community-based learning component.
Meets Social Sciences III-A requirement.
J. Fox, C. Pyle
2 meetings (75 minutes); 4 credits

212f Individuals and Organizations
(Same as Psychology 212f) This course focuses on individual and small-group behavior in the organizational setting. The basic objective is to increase knowledge and understanding of human behavior in organizations—especially each individual's own behavior. Three types of knowledge are stressed: (1) intellectual information regarding human behavior in an organizational context; (2) understanding of oneself

as a person and as a manager; and
(3) behavioral skills in dealing with people.
Meets Social Sciences III-A requirement.
D. Butterfield
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

220f Winners and Losers: Taxation, Social Justice, and Economic Choices
(Speaking-intensive course; same as Politics 225) The maze of laws that make up the U.S. tax system shape and define what our nation is and will be; they also create winners and losers. Who benefits from special relief provisions such as for housing, health care, education, retirement savings, charitable giving, and child care? What are the economic consequences? How are families taxed? Women? The poor? Capital gains? Should we have an estate tax, reform the income tax, or adopt a consumption tax? How can we save Social Security? All these issues and more are addressed, including a review of federal tax history from the Constitution to the present.
Meets Social Sciences III-A requirement.
J. Fox
Prereq. History 171, Politics 104, Economics 103 or 104, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

232f Ethical Issues in Complex Organizations
(Same as Philosophy 232f) There is much talk recently of the need for increased attention to "ethics" in organizational life. This course examines the basis for this concern and the underlying beliefs and structures that give rise to ethical issues, with the goal of helping students to clarify their own positions. Topics addressed will include profit, governance, consumption, distribution and the social contract. Readings will draw on philosophy, religion, economics, history, literature, management theory and current events.
Meets Social Sciences III-A requirement.
F. McGinness
Prereq. soph, jr, sr; 1 meeting (3 hours); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
Prereq. soph, jr, sr, and permission of department; 1 to 4 credits

299s Leadership and the Liberal Arts
(Speaking-intensive course) An interdisciplinary approach to the nature, operations, and direction of complex organizations. Investigates the position of women and men in organizations, with a consideration of the nature and styles of leadership and of the value of a liberal arts degree in organizational interaction, and with an exploration of issues affecting organizations (ethics, competition, legal rights, authority, globalization). Required for the minor in complex organizations.
Meets Social Sciences III-A requirement.
F. McGinness
2 meetings (75 minutes); 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. sr, permission of department; 1 to 8 credits

Related Courses in Other Departments

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

	Economics
201	Game Theory
205	Labor Economics: Women in the United States Economy
206	Economics of Health Care and Health Service Organizations
304	Labor Economics
307	Seminar in Industrial Organization
310	Public Expenditures and Taxation
338	Money and Banking
	International Relations
270	American Foreign Policy
365	Ethics and International Relations
	Politics
266	Environmental Politics in America
346	Seminar in Public Policy
349	International Organizations
367	Decision Making

Computer Science

The major and minor in computer science are administered by the Department of Computer Science: Professors Dobosh (*chair*), Fennema, Weaver; Associate Professor Ballesteros; Assistant Professor Rollins; Visiting Associate Professor Lerner; Visiting Assistant Professor Li.

Contact Persons

Wendy Queiros, *senior administrative assistant*
Paul Dobosh, *chair*

The Computer Science Program is designed to meet the broad needs of students in a liberal arts environment. Computer science students learn to write programs well, but our fundamental objective is to provide a broader perspective: the science of computing. The focus of computer science at Mount Holyoke is to investigate the power, the limitations, and the applications of computing. The current computer science offerings are designed to meet the needs of students whose fields of interest include the following.

- *Computer science:* The computer science major offers a solid preparation for graduate school. As part of their studies, students interested in this track usually work on a project for one and one-half to two years and write a thesis. They should also acquire a strong theoretical foundation by studying the theory of algorithms and computation.

- *Philosophy and psychology:* The field of computer science investigates many of the same questions found in these sister fields, but from a different perspective. Students of the philosophy of the mind or psychology can sharpen their arguments by including artificial intelligence and computer vision in their curriculum.

- *Economics, management, mathematics, and the sciences:* As computers continue to make their way into our everyday lives, managers should have a working knowledge of computer science to make quality decisions about how to use computers in their operations. Economists, mathematicians, and scientists are routinely using computers as a modeling tool in their research. There is great potential for interdisciplinary research collaboration between computer scientists and colleagues from other disciplines.

Mount Holyoke College's computer science courses are taught with this mixture of objectives in mind, and individual studies are designed to emphasize special needs. The facilities used by computer science include an array of networked high-end Linux and Windows NT-based workstations located in Clapp Laboratory, together with workstations in Kendade Hall. Important computer science research tools include a virtual reality setup and several small mobile robots. They are housed in a new laboratory in Kendade Hall.

Requirements for the Major

(effective for the class of 2009)

Credits

- A minimum of 40 credits

Courses

- Computer science (36 credits):
    - 101, Problem Solving and Structured Programming
    - 102, Object-Oriented Intermediate Programming
    - 211, Data Structures
    - 221, Introduction to Computer Systems
    - 312, Algorithms
    - 324, Computer Architecture
    - 322, Operating Systems
    - Two additional 300-level computer science courses (8 credits)
- Mathematics (4 credits):
    - 232, Discrete Mathematics

As is the case with other sciences, the skills and abstract reasoning of mathematics are important in computer science. It is strongly

recommended that students take additional mathematics courses (at least through Mathematics 101 and 202, with 211 also very useful). Many advanced computer science courses assume a knowledge of calculus. Mathematics 211, Linear Algebra, is very useful for computer graphics. Computer science majors who elect a mathematics or statistics minor may not count Mathematics 232 for credit in both mathematics or statistics and computer science.

It is strongly recommended that students planning to pursue an advanced degree in computer science take additional computer science courses and include independent research leading to a thesis in their plans. These students should also consider additional courses in physics (e.g., Physics 216, 308), chemistry (e.g., Chemistry 201), mathematics (e.g., Mathematics 203, 211, 333), and statistics (e.g., Statistics 240, 340).

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Computer science:
    - 101, Problem Solving and Structured Programming
    - 102, Object-Oriented Intermediate Programming
    - 211, Data Structures
    - Two additional 300-level computer science courses (8 credits)

Please note that certain 300-level courses also require CS 221. Students interested in a computer science minor should consult with a member of the computer science faculty.

Getting Started

The recommended way to begin a study of computer science is with CS 101. This course is an introduction to the use of computers as a problem-solving tool. No previous experience with computers is required of students taking this course. A student considering a CS major should not omit it from her program unless she already has a strong computer science background. Computer Science 101 teaches problem-solving techniques and provides a thorough introduction to the JAVA language. Because the concepts and skills learned are useful in many other disciplines and courses, students are advised to take this course early in their Mount Holyoke career. Students with a very strong background in JAVA may consider beginning with 102. Any member of the computer science faculty can advise students who have questions about their course of study. Note that CS101 is offered only in the fall semester; CS 102 is offered only in the spring.

Honors

To graduate with honors in computer science, a student must complete a project and write a thesis. This is usually a two-year commitment. During her junior year, the student works with a faculty member to explore a topic in depth by reading research papers, writing programs, and experimenting with ideas. At the end of her junior year, the student submits and defends a thesis proposal. If this proposal is approved by the department, she will continue her research as a major part of her senior year, write a thesis, and present a thesis defense. Some honors students attend conferences and/or coauthor papers with their mentors.

Programming-Intensive Courses

A number of our courses are designed to offer students significant software design and programming experience. The descriptions for these courses contain the phrase "This course is programming intensive."

The Computer Science Web Site

Additional information about computer science at Mount Holyoke can be found on the Web at *www.mtholyoke.edu/acad/compsc/*. This site contains links to details about courses, research programs, student projects, the faculty, the CS Club, and special events.

Course Offerings

100fs An Introduction to Computer Science
An introduction to basic computer science concepts and issues. Topics will be chosen from: origins of computers, data representation and storage, computer architecture, assemblers and compilers, operating systems, networks and the Internet, distributed systems, information retrieval, data organization, graphics, artificial intelligence, robotics, the theory of computation, and trends in Internet commerce and use. Laboratory assignments will offer some experience with programming and the use of application software.
Meets Science and Math II-A requirement.
P. Dobosh
2 meetings (75 minutes), 1 lab (2 hours); students should not *take this course after Computer Science 101; 4 credits*

101f Problem Solving and Structured Programming
Introduces the Java language and the use of structured programming techniques. Emphasizes the solution of complex computational problems by their analysis into smaller subproblems that can be solved independently and then combined to form a complete solution. Introduces other topics relevant to computer science. Assumes no previous study or use of computers. This course is programming intensive.
Meets Science and Math II-A requirement.
B. Lerner
2 lectures (75 minutes), 1 lab (2 hours); 4 credits; enrollment limited to 50

102s Object-Oriented Intermediate Programming
This second course in the programming sequence focuses on object-oriented program design and intermediate programming concepts. This course also introduces fundamental data structures and complexity analysis. Topics include inheritance, polymorphism, recursion, linked lists, stacks and queues. In addition, students will focus on the design and implementation of large programs in Java.
Meets Science and Math II-A requirement.
B. Lerner
Prereq. Computer Science 101; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

211f Data Structures
Using C++. Solving problems with computers is accomplished by writing programs that operate on data to produce a desired result. The way data is organized and presented to the program can significantly affect its efficiency and simplicity and can sometimes determine whether or not a program can be written to solve the problem at all. This course presents ways of organizing data into "data structures" and analyzes how structuring the data can improve program performance. This course is programming intensive.
Meets Science and Math II-A requirement.
X. Li
Prereq. Computer Science 101, 102; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

221s Computer System & Assembly Language
This course looks at the inner workings of a computer and computer systems. It is an introduction to computer architecture, software engineering, and the fundamentals of operating systems. Specific topics include assembly language programming, memory and I/O issues, and the techniques of software design, implementation, and testing as a group. This course is programming intensive.
Meets Science and Math II-A requirement.
P. Dobosh
Prereq. Computer Science 101 and 102, Computer Science 211 recommended; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, permission of instructor; 1 to 4 credits

311f Theory of Computation
Are there any limits to what computers can do? Does the answer to this question depend on whether you use a PC or a Mac? Is C more powerful than PASCAL? This seminar explores these questions by investigating several models of computation, illustrating

the power and limitations of each of these models, and relating them to computational problems and applications. Topics include finite state automata, pushdown automata, grammars, Turing machines, the Universal Turing Machine, and computability.
Meets Science and Math II-A requirement.
X. Li
Prereq. Computer Science 101, 102, and Mathematics 232; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

312s Algorighms
This course is an introduction to the theory of algorithms. The goal of this course is to enable the student to design efficient algorithms as well as to select appropriate existing algorithms for solving complex problems. Topics may include sorting, searching, advanced data structures, and graph algorithms. In addition to discussing the behavior of the algorithms, we will study algorithm performance using a formal mathematical model.
Meet Science and Math II-A requirement.
B. Lerner
Prereq. Computer Science 211 and Mathematics 232; 4 credits; enrollment limited to 20

322s Operating Systems
An introduction to the issues involved in orchestrating the use of computer resources. Topics include operating system evolution, file-handling systems, memory management, virtual memory, resource scheduling, multiprogramming, deadlocks, concurrent processes, protection, and design principles. Course emphasis: understanding the effects of operating system design on computer system performance. This course is programming intensive.
Meets Science and Math II-A requirement.
B. Lerner
Prereq. Computer Science 211 and 221; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

324f Computer Architecture
The goal of this class is to provide the student with a working knowledge of how computers operate and the general principles that affect their performance. New developments in hardware render current technologies obsolete within one to three years. Rather than focusing on specific technology, we cover the fundamentals that allow your understanding of technology to grow with future developments. You will also gain a better appreciation of the cost/performance trade-offs encountered in designing a computer system.
Meets Science and Math II-A requirement.
J. Teresco
Prereq. Computer Science 211 and 221; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***325s Computer Networks**
This course is an introduction to computer networks, the mechanisms used in their construction, and the factors that affect their performance. Topics include network architecture, data transmissions, network protocols, error and connection management, internetworking, the Internet, client-server programming, examples, and applications. This course is programming intensive.
Meets Science and Math II-A requirement.
The department
Prereq. Computer Science 211 and 322; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***327f Distributed Systems**
In decentralized systems, users often solve large problems by spreading effort over groups of computers. Problems involving information, computation, and hardware distributed at various locations must be solved. A distributed system of computers may not share a common memory or a clock. Therefore, efforts to work together require explicit communication and synchronization mechanisms. We will look at issues of problem solving with multiple processors, distributing workload, and providing access to shared resources such as I/O and storage devices and file systems, centralized and distributed methods for control of parallel activities and for detection, and resolution of conflicts.
Meets Science and Math II-A requirement.
The department
Prereq. Computer Science 211 and 322 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

331f Computer Graphics
The creation of pictorial images using a computer. Topics include: drawing of two- and three-dimensional scenes using OpenGL; transformations of objects (translations, scalings, rotations, shearings) using homogeneous coordinates; creating perspective in three-dimensional drawing; algorithms for enhancing realism and visual effect; and the mathematical underpinnings of graphic design. Students will complete a number of graphics projects based on readings and class discussion. This course is programming intensive.
Meets Science and Math II-A requirement.
R. Weaver
Prereq. Computer Science 101, 211 (may be taken concurrently), and at least one of Mathematics 203, 211, 232, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

334f Artificial Intelligence
An introduction to AI research issues and models of intelligence. Topics include AI history, philosophical and research questions, LISP, state space representation, search, heuristics, connectionism, learning, and an introduction to advanced AI fields such as Natural Language Processing and Computer Vision. Course emphasis: understanding AI model development and how it relates to the theoretical issues. This course is programming intensive.
Meets Science and Math II-A requirement.
P. Dobosh
Prereq. Computer Science 211 and Mathematics 232; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***335s Introduction to Computer Vision and Robotics**
An introduction to theories that suggest how to provide a computer with the ability to "see" and how to use that ability to control the actions of a robot. The potential role that robot actions can play in making computer vision possible is also discussed. Specific topics include: the physics of vision, image processing, pattern recognition, image understanding, representations, planning, robot control, architectures, and applications. This course is programming intensive.
Meets Science and Math II-A requirement.
The department
Prereq. Computer Science 334 and Mathematics 202; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

336s Intelligent Information Retrieval
Introduces the basic concepts, methodologies, and research findings in information retrieval. Special topics include Web searching, cross-language retrieval (query in one language, retrieve documents written in many languages), data mining (automatically identifying hidden relationships from large amounts of information), and data extraction (identifying prespecified types of information).
Meets Science and Math II-A requirement.
X. Li
Prereq. Computer Science 211; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

341f Topics
To keep students informed about current developments and topics not covered by the regularly scheduled courses, the department frequently offers special "topics" seminars.

Fall 2007

(01) Software Design
Building large software systems introduces new challenges to software development. Large software is built in teams over a period of several years. Typically, no individual on the team understands the entire system. Making appropriate design decisions early in the development of software can make a major difference in the ability to develop correct and maintainable software. In this course, students will learn techniques and tools to help them address these problems and develop larger software projects, improving their skills in designing, writing, debugging, and testing software. Topics include design patterns, UML, designing for maintainability, software architecture, and designing concurrent and fault tolerant systems. Programming will be done in Java, although no prior experience with Java is required.
Meets Science and Math II-A requirement.
B. Lerner

Prereq. Computer Science 102; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

(02) TBA
Meets Science and Math II-A requirement.
The department
Prereq. Computer Science 102; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

(03) Parallel Processing
As processor speeds approach physical limits, performance increases will need to come from larger, parallel computer systems. Parallelism complicates everything from computer hardware design to operating systems and compilers to application programming. This course examines methods, techniques, and languages for parallel programming, libraries and extensions to sequential languages, parallel computing environments, performance analysis, efficiency and complexity of parallel algorithms, and applications. Readings will be taken from technical literature and a textbook. Students complete several programming projects, using parallel computers at MHC and at national supercomputing centers.
Meets Science and Math II-A requirement.
J. Teresco
Prereq. Computer Science 102; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of instructor; 1 to 8 credits

***399s Comprehensive Seminar**
A seminar series consisting of meetings on alternate weeks to discuss articles from the current computing literature. The readings will prepare students for attendance at lectures on the chosen topics in the remaining weeks. The lectures are given by visiting speakers and department faculty. Students will serve as discussion leaders, and each student will write a paper on a presentation of her choice.
Meets Science and Math II-A requirement.
The department
Prereq. sr or permission of instructor; 1 credit; enrollment limited to 20

Critical Social Thought

The major and minor in critical social thought are administered by the Critical Social Thought Committee: Professors Ahmed (English), Alderman (English), Cocks (politics, *director of advising*), Garrett-Goodyear (history), Grayson (religion), Martin (English), Pleshakov (Russian and Eurasian studies), Remmler (German studies; *chair*), Tucker (sociology), Wilson (economics).

Affiliated faculty: Blaetz (film studies), Cobb (mathematics), Gabriel (economics), Gill (politics), Gudmundson (Latin American studies), Lawrence (educational studies), Moseley (economics), Smith (politics), Wartenberg (philosophy)

Contact Persons

Patricia Ware, *senior administrative assistant*
Karen Remmler, *chair*
Joan Cocks, *director of advising*

Critical social thought is designed for students with a passion for ideas, a desire to ask normative questions about social realities, and an independent approach to education. This interdisciplinary program explores the place of thought in history and society, and the ways in which ideas both are generated by and generate concrete practice. Critical social thought embraces the historical forces that have shaped contemporary experience; the creative expressions that have emerged to represent that experience; and the conceptual and political tensions between truth and uncertainty, individuality and community, power and freedom, cruelty and justice in the modern age. Treating common sense and conventional beliefs as points of departure rather than predetermined points of arrival, critical social thought pivots on questioning the taken-for-granted from all angles.

While acquainting students with a variety of intellectual traditions, this program also requires each of its majors and minors to combine different thinkers and currents of thought to engage with a theme or question of her original design. A few examples of past themes students have chosen to pursue are: the Western canon and its critics, the causes of peace and conflict, postcolonial studies, architecture and the social organization of space, social inequality, ethical values and social change, disenchantment, fractured identities in cross-cultural context.

Declaring the Major

Each student who majors in critical social thought (CST) shall meet with the program chair and the director of advising, preferably during the first semester of her sophomore year, to discuss her intellectual interests and to select two advisors from the critical social thought faculty who will help her sculpt her curriculum around a central question of her choice. To declare her major in the program, the student must submit to the chair a title describing her question, a list of the courses she proposes to take for credit in her major, and the signatures of her two CST advisors. Later, she must compose a two-to-three-page proposal that identifies the focus of her program, explains its genesis and significance, and lists the courses she has taken and intends to take to satisfy the requirements of the major. A final draft of this proposal with the signatures of her two advisors shall be submitted to the program chair by the end of the first semester of the student's junior year, or by the end of the second semester of her sophomore year if she plans to be away in the fall of her junior year.

Requirements for the Major

Credits

- A minimum of 40 credits in the program, including three core courses
- 20 of the 40 credits shall be at the 300 level and divided between two or more departments or programs.
- No more than a total of 8 credits of independent study (295, 395) may be counted toward the major in addition to 8 credits of 395 senior thesis work.

Courses

- *Required core courses (students may take all of these core courses but must take at least):*
    - 249, Enlightenment and Modernity *or*
    - 250, Classics in Nineteenth-Century Critical Social Thought *and*
    - 251, Twentieth-Century Theory and Its Discontents *or*
    - 252, Literature and Politics *or*
    - 253, Critical Race Theory *or*
    - 254, Postcolonial Theory *or*
    - 255, Human Agency and Historical Transformation: Pivotal Moments in the Development of Capitalism *and*
    - 350, Seminar in Critical Social Thought (writing and speaking intensive; to be taken in junior or senior year)
- Majors are also required to take at least one course within four of the program's six fields, which are briefly described below. Courses to fulfill this requirement may be selected in consultation with a major's advisors from either traditional disciplines or other interdisciplinary programs, as well as from CST courses.

Declaring the Minor

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

Requirements for the Minor

Credits

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

Courses

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

For New Students

First-year students who are considering critical social thought as a major are encouraged to select courses, in addition to CST 100, with a critical or philosophical slant at the 100 and 200 level in the traditional disciplines and in other interdisciplinary programs (including, but not limited to, area studies programs, environmental studies, gender studies, and film studies). A small sample of courses appropriate for first-year students with an interest in CST are the following: Economics 210, Marxian Economic Theory; Educational Studies 109, Whiteness: The Other Side of Racism; Gender Studies 101, Introduction to Gender Studies; Politics 117, Globalization and Its Discontents; Politics 212, Modern Political Thought; Religion 226, Introduction to the Philosophy of Religion. First-year students strongly interested in CST as a major may also apply to the instructors of 200-level courses in CST (CST 249 through CST 255) offered in the spring semester.

First-year students interested in critical social thought are urged, moreover, to arrange a meeting with the program chair, Karen Remmler (*kremmler@mtholyoke.edu*) and/or the director of advising, Joan Cocks (*jcocks@mtholyoke.edu*) at their earliest convenience.

CST 100f, An Introduction to Critical Social Thought, is designed especially for entering students curious about the program.

The Introductory and Intermediate Courses

Introduction to Critical Social Thought is a 100-level course recommended for students who are curious about the program. Majors may take all of the intermediate core courses but must take two: either 249 or 250, and one of the following: 251, 252, 253, 254, 255.

The Capstone Course

The Seminar in Critical Social Thought is a one-semester, 300-level, speaking and writing course in which students will prepare and present a final analytical/research paper on some aspect of their CST theme. Required for all critical social thought majors.

The Fields and Illustrative Courses

CST majors are required to take at least one course in at least four of the following six fields. Ordinarily, a major decides with her advisors what course would satisfy a given field. If, however, a student wishes either a fuller description or examples of courses that would satisfy each of the fields, she should consult the CST Web site at *http://www.mtholyoke.edu/acad/cst/courses.shtml*, where she will find illustrative courses for each, as well as a more thorough description of the field itself.

Social and Political Theory: On key tendencies and genres of critical inquiry, and competing conceptions of freedom, power, justice, and the good life

Order and Transformation: On the interplay between continuity and change, stability and disorder, tradition and experimentation in thought and practice

Cultural Expression and Social Reality: On the interpenetration of cultural representations, modes of perception, technological innovations, and practical reality

Class and Political Economy: On different social organizations of material production and their implications for relations among individuals, social groups, regions, and peoples

Race, Ethnicity, and Nationality: On racial power relations, colonial and postcolonial identities, ethnic and communal solidarities and hostilities, and varieties of nationalism

Gender and Sexuality: On identities and relations grounded in the masculine/feminine distinction; and their transformation by ordinary and unconventional selves, marginal subcultures, social movements, and state policy

Course Offerings

100f An Introduction to Critical Social Thought
This course will examine the relationship between the lives of thinkers who broke with their own worlds, the new visions of reality they created, and the historical context that provoked and in turn was provoked by their ideas. Readings will include short theoretical and fictional works, memoirs and biographies, historical narratives, and secondary critical commentaries.
Meets Social Sciences III-A requirement.
C. Pleshakov
Prereq. fy, soph, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

249s Global Diversity/European Modernity
(Same as English 232s) For two centuries, Western intellectual disciplines have been articulated around the premise that early modern Europe laid the foundation of "modernity"—scientific method, markets, mobility, democracy, and global exchange, or, in a word, "progress,"and then brought it to the rest of the world. But what was the world, both in Europe and outside, that modernity superseded? How did the eighteenth-century's own authors—Dryden, Locke, Defoe, Rousseau, Diderot, Smith, Kant, Bentham, Sade, Edgeworth—perceive those other worlds? Studying global differences at the origins of their erasure, this class aims to rethink what actually constitutes the peculiar modernity that came to shape our lives.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement.
S. Ahmed
Prereq. so, jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 25

250f Introduction to Nineteenth-Century Critical Social Thought
An introduction to some of the great critical voices of the nineteenth century. We will explore the ideas of such mutinous thinkers as Karl Marx, Friedrich Nietzsche, Sigmund Freud, Fyodor Dostoyevsky, and W.E.B. Du Bois, focusing on the style as well as the substance of their works and the

circumstances that provoked them to write and/or that their writings helped provoke. The course will highlight the tension between appearance and reality, the dialectic of domination and subordination, and the place of reason and irrationality in social life.
Meets Social Sciences III-A requirement.
J. Cocks
2 meetings (75 minutes); 4 credits; enrollment limited to 25

***251s Twentieth-Century Theory and Its Discontents**
(Speaking-intensive course; same as German Studies 231s(02)) An introduction to thinkers who broke with prevailing social theories to address the crises and upheavals of the twentieth century. We will examine the ideas of, for example, Frantz Fanon, Walter Benjamin, Hannah Arendt, Michel Foucault, and Edward Said. We also will probe the connections between theory and practice by relating those ideas to case studies of contemporary issues. Students of German studies may focus primarily on German thinkers. This course will be conducted in English.
Meets Humanities I-A requirement.
K. Remmler
Prereq. Critical Social Thought 249 or 250 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

252s Literature and Politics: Empire
What does it mean to think critically and to express that criticism through fiction? What are the specific challenges of our times, which have seen so many wars and purges but also immense progress in human rights and social fairness? In spring, 2008, the course will focus on how authors, who may include O'Henry, Graham Greene, Che Guevara, Ryszard Kapuscinski, and Edward W. Said, have responded to "imperialism" and "empire" in politics and culture.
Meets Humanities I-A requirement.
C. Pleshakov
Prereq. Critical Social Thought 249 or 250 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***253s Critical Race Theory**
(Same as African American and African Studies 208) This course examines the discursive relationship between race and law in contemporary U.S. society. Readings examine the ways in which racial bodies are constituted in the cultural and political economy of American society. The main objective is to explore the rules and social practices that govern the relationship of race to gender, nationality, sexuality, and class in U.S. courts and other cultural institutions. Thinkers covered include W.E.B. DuBois, Kimberle Crenshaw, Derrick Bell, Richard Delgado, among others.
Meets multicultural requirement; meets Social Sciences III-A requirement.
L. Wilson
Prereq. Critical Social Thought 249 or 250 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

254s Postcolonial Theory
(Same as English 254s) Postcolonial theory probes the centrality of colonialism and imperialism to modernity, and examines vital forms of anticolonial insurgency as models for critiques of domination and hegemony. This course will explore these imperatives from Marxist, feminist, and psychoanalytic perspectives, paying particular attention to nationalism, the state, globalization, and identity formation in the context of empire. Readings will include the work of Fanon, Said, Spivak, Chakrabarty, and Lloyd.
Meets Humanities I-A requirement.
A. Martin
Prereq. Critical Social Thought 249 or 250 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

255f Human Agency and Historical Transformation: Pivotal Moments
Topics offered under this rubric will be designed to illuminate the interplay between continuity and change, stability and disorder, tradition and expiration in thought and practice, through investigation and analysis of moments or periods when historical actors made critical choices, witting or unwitting, that fundamentally shaped choices possible for later generations.

Fall 2007: Pivotal Moments in the Development of Caitalism
(Same as Economics 204f and History 301f)
This seminar examines evidence and theories on the origins, development, and dynamics of capitalism and the modern state. We shall focus on the transition to (agrarian) capitalism in early modern England, the industrialization of production in nineteenth-century Europe and the United States, and the political and economic crisis of the 1930s depression. As we ask how fundamental changes in human communities come about, we shall consider the relative contributions of individual agency and social determination to the creation of a world so many now regard as either natural or inevitable.
Does not meet a distribution requirement.
H. Garrett-Goodyear, J. Christiansen
Prereq. jr, sr only; 1 meeting (3 hours); 4 credits; enrollment limited to 25

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, permission of department; 1 to 4 credits

350f Seminar in Critical Social Thought
(Speaking- and writing-intensive course)
A seminar for CST juniors and seniors in which both participating faculty and students present their independent research, respond critically to one another's work, and lead discussions on relevant secondary readings. Every student will be expected to produce a substantial essay on a question in the broad field of social thought by the end of the semester. Students will be encouraged to cultivate agility in speaking, arguing, and writing.
Meets Social Sciences III-A requirement.
K. Remmler
Prereq. Critical Social Thought jr, sr, or permission of instructor; 1 meeting (3 hours); seniors who intend to write a thesis must take 4 credits of Critical Social Thought 395 in the fall, in addition to this course; 4 credits; enrollment limited to 12

395fs Independent Study
Does not meet a distribution requirement.
The department
1 to 8 credits

Dance

A Five College Department

Mount Holyoke Faculty

Professors Coleman, Freedman; Associate Professors C. Flachs (*chair*), R. Flachs; Lecturer Jones; Visiting Guest Middleton

Five College Faculty

Professors Lowell (Hampshire College, Five College *chair*), Nordstrom (Hampshire College), Schwartz (UMass), Waltner (Smith College), Woodson (Amherst College); Associate Professors Blum (Smith College), Brown (UMass), Hill (Five College); Lecturers Arslanian (UMass), Devi (UMass), Robinson (Smith College), and Visiting Guest Artists

Contact Persons

Joan Perez, *senior administrative assistant*
Charles Flachs, *chair*

The Five College Dance Department is one of the largest dance departments in the country and combines the programs of Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts at Amherst. The faculty meets to coordinate curricula, course scheduling, performances, and other services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange, and student travel; students may take a dance course on any of the five campuses and receive credit at their home institution. Each semester, a listing of the current Five College dance courses, with specified times and locations, is available online at *http://www.fivecolleges.edu/sites/courses/*.

The Major

How does the body speak? What physical practices and aesthetic principles inform the embodiment and mastery of different dance techniques? How do particular cultural and historical traditions shape the language of dance expression? How is choreography inspired and developed, and what are the key tools of its craft? The dance major offers the opportunity to investigate these and other questions through a comprehensive curriculum emphasizing a balance between technical training, creative experimentation, and critical/theoretical understanding. The major requirements are sufficiently flexible to accommodate the interests of serious dance performers and students with choreographic and/or interdisciplinary interests. There are also numerous offerings for students with little or no prior exposure to dance, as well as opportunities to minor in dance. The department is renowned for its extensive studio offerings in ballet technique, modern technique, and repertory/performance, as well as its regular offerings in West African dance and rotating offerings in tap, jazz, contact improvisation, and other forms. Theory courses range from Scientific Foundations of Dance to Twentieth-Century Dance History to Choreography and Dance Aesthetics. This range of classes is further augmented by more than 100 theory and studio courses offered annually through the Five College Dance Department.

The major considering a performing career or graduate school should work closely with the dance faculty when developing her program. Daily technique class is strongly advised. All majors and minors must serve on crew for dance concerts. Intensive summer study is recommended. To fulfill major requirements, a student should plan to travel to other Five College campuses. Students at MHC may choose to combine dance with other fields of study to develop interdisciplinary or special majors.

Requirements for the Major

Credits

- A minimum of 52 credits, including nine core history and theory courses

Courses

- Required core courses for all majors:
    - Dance 151, Elementary Composition
    - Dance 171, Dance in the Twentieth Century
    - Dance 241, Scientific Foundations of Dance
    - Dance 252, Intermediate Composition
    - Dance 272, Dance and Culture
- One of the following is also required:
    - Dance 285, Laban Movement Analysis I *or*
    - Dance 287, Analysis of Rhythm from a Dancer's Perspective
- Three 300-level theory courses
- Students interested in a performance and choreography emphasis are expected to reach advanced-level technical expertise in one or more forms and should take at least 8 technique courses (2 credits each).
- Students interested in dance theory and history are expected to reach intermediate-level technical expertise in at least one form and should take at least 6 technique courses (2 credits each) and an additional theory course.
- Students may repeat technique courses for credit.

Other

- No more than four technique courses in a single idiom will be counted toward the major.
- Independent study (295, 395) is encouraged but should not be counted toward the major requirements.

Requirements for the Minor

The dance minor is intended to provide a well-rounded and in-depth introduction to dance as an art form. All minors must serve on crew for dance concerts. Minors must be approved by the department chair.

Credits

- A minimum of 24 credits

Courses

- Dance 151, Elementary Composition
- Dance 171, Dance in the Twentieth Century
- Dance 241, Scientific Foundations of Dance
- Four courses of dance technique (2 credits each)
- An additional 4 credits of theory or technique at the 200 level or above

Other

- Minors must achieve intermediate-level technical skill in at least one idiom.

Please consult the Five College Dance Department Web site at *www.fivecolleges.edu* for up-to-date listings, faculty, and guest artists.

Dance Theory

151f Elementary Composition
A study of the principles and elements of choreography through improvisation and composition assignments.
Does not meet a distribution requirement.
J. Coleman
2 meetings (2 hours); 4 credits; enrollment limited to 25

***153f Introduction to Dance as an Art Form**
This course offers an experiential introduction to dance as an art form, with special attention to the body as a source of movement imagery and expression, and to broadening the ways we see, feel, describe, and interpret dance. Course work will include regular movement practice in a variety of idioms, video and concert viewings, creative experiments, and readings on the history, aesthetics, and cultural contexts of different dance traditions. The course is designed for students with little or no previous dance experience.
Meets Humanities I-A requirement.
J. Coleman
2 meetings (90 minutes); 4 credits

***154f Community Crossover**
This introductory course will train students to teach dance in such settings as senior centers, hospitals, health clinics, and youth recreation centers. In the studio, students will learn how to construct classes for specific community sites. Selected videos and readings will provide a context for discussion and assist in the development of individual students' teaching styles.
Does not meet a distribution requirement.
A. Dowling
2 meetings (2 hours); 4 credits; enrollment limited to 12

171s Dance in the Twentieth Century
This course is designed to present an overview of dance as a performing art in the twentieth century. Through readings, video and film viewings, guest performances, individual research projects, and classroom discussions, students will explore principles and traditions of twentieth-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde dance experimentation, African American dance forms, jazz dance, and other cultural dance traditions.
Meets Humanities I-A requirement.
C. Flachs
2 meetings (75 minutes); 4 credits; enrollment limited to 20

***241f Scientific Foundations of Dance**
Selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles.
Meets Humanities I-A requirement.
T. Freedman
2 meetings (90 minutes); 4 credits; enrollment limited to 20

***252fs Intermediate Composition**

**252f(01)* This course will continue developing the compositional tools and approaches to choreography introduced in Elementary Composition, including phrasing, formal design, and counterpoint. The context for this work will be sound, sound design, and musical structure as a basis for choreography. Beginning with simple experiments in listening and moving, voice work, rhythm, syncopation, and counterpoint/polyphony, students will go on to explore and develop short choreographic projects inspired by four different musical traditions: Minimalism, Classical/Baroque, Pop/Contemporary, and Sound Collage/Found Sounds.
Does not meet a distribution requirement.
J. Coleman, P. Jones
2 meetings (2 hours); 4 credits; enrollment limited to 20

**252s(01)* Development of original studies based on formal content and structure. Guided practice in the construction of solos and small group studies. Exploration of choreographic methods and trends.
Does not meet a distribution requirement.
J. Coleman, P. Jones
2 meetings (90 minutes); 4 credits

***272fs Dance and Culture**
Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, religious, political, and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewings, research projects, and dancing.
Meets Humanities I-A requirement.
The department
2 meetings (90 minutes); 4 credits

287s Analysis of Rhythm from a Dancer's Perspective: Music for Dancers
The study of music from a dancer's perspective. Topics include musical notation, construction of rhythm, elements of composition (visual aspects of music and movement), communication between dancer and musician, and music listening.

Meets Humanities I-A requirement.
P. Jones
2 meetings (90 minutes); 4 credits; enrollment limited to 25

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, and permission of department; 1 to 4 credits

305f Modern Repertory
This course is designed for advanced students interested in performing. Any work developed will be performed at the fall Faculty Concert.
Does not meet a distribution requirement.
The department
Prereq. audition or permission of instructor; 2 meetings (90 minutes); 2 credits; enrollment limited to 20

309f Dance Repertory: Classical Ballet Variations
This course is designed for intermediate- to advanced-level dance students who wish to study classical ballet variations. The course examines the evolution of classical ballet choreography and compares and contrasts the many revivals and remakes of classical full-length productions. Students will learn variations from *Swan Lake*, *Giselle*, and *Cinderella*. Requirements outside of the classroom include viewing videotapes, researching choreography, and attending live performances. Pointe shoes are optional.
Meets Humanities I-A requirement.
R. Flachs
2 meetings (90 minutes); 4 credits

***342s Advanced Scientific Foundations of Dance**
This course will continue the investigation of human movement through biomechanics, anatomy, and physiology. After a brief review of the musculoskeletal system (the main focus of Dance 241), we will examine a number of fundamental principles as they apply to the dancing body. Emphasis will be placed on oral presentation of selected topics, and the final project will focus on a detailed analysis of a specific dance movement sequence and its mechanical principles. Additional topics to include: body therapies, injury prevention, and rehabilitation and other systems.
Meets Humanities I-A requirement.
T. Freedman
Prereq. Dance 241 or permission of instructor; 2 meetings (90 minutes); 4 credits; enrollment limited to 20

***353fs Advanced Composition**
Advanced study of the principles and elements of choreographic form. Emphasis on the construction of finished choreography, including solo, duet, and group compositions. Readings and written critical analyses of selected performances.
Does not meet a distribution requirement.
J. Coleman
2 meetings (2 hours); 4 credits; enrollment limited to 20

***387fs Analysis of Rhythm from a Dancer's Perspective II**
A continuation of Dance 287 with further emphasis on score reading, ear training, musical terminology, rhythmic clarity in dancing, studio recording techniques, and instrumental proficiency.
Meets Humanities I-A requirement.
P. Jones
Prereq. Dance 287; 2 meetings (90 minutes); 4 credits; enrollment limited to 20

395fs Independent Study
Does not satisfy a distribution requirement.
The department
Prereq. soph, jr, sr, and permission of department; 1 to 8 credits

***495s Independent Study**
Does not satisfy a distribution requirement.
The department
Prereq. permission of faculty; 8 credits

Dance theory courses offered on other campuses:

***285s Laban Movement Analysis I**
Laban Movement Analysis is a system used to describe and record quantitative and qualitative aspects of human movement. Through study and physical exploration of concepts and principles involved in body articulation, spatial organization, dynamic exertion of energy, and modes of shape

change, students will examine their own movement patterns and preferences. This creates the potential for expanding personal repertoire and developing skills in observation and analysis of the movement of others.
Meets Humanities I-A requirement.
The department
2 meetings (2 hours); 4 credits
Note: *Please consult printed Five College Dance Department schedule.*

***011f *AC TH/DA Language of Movement**
An introduction to movement as a language. In studio sessions students will explore and expand their individual movement vocabularies by working improvisationally with weight, posture, gesture, patterns, rhythm, space, and relationship of body parts. We will ask what these vocabularies might communicate about emotion, thought, physical structures, cultural/social traditions, and aesthetic preferences. In addition we will observe movement practices in everyday situations and in formal performance events and use these observations as inspiration for individual and group compositions. Selected readings and viewing of video and live performance.
Meets Humanities I-A requirement.
W. Woodson
1 class/studio meeting (2 hours), 1 production workshop (2 hours); 4 credits; enrollment limited to 20
Offered at Amherst College

***054s *AC TH/DA Performance and Video**
We will explore the connections between choreography/performance and video/film. The emphasis will be experimental—to learn by doing. We will work with cinematographic and choreographic terms and languages to discover similarities and differences. Encouraging reciprocity and dialogue between choreography and video/film will be the principle spirit that animates the course. Studio practice with choreography and the camera (primarily video hi 8), class discussions, viewing of videos and films, basic editing techniques, and assigned readings.
Meets Humanities I-A requirement.
Prereq. permission of instructor; previous experience in choreography, directing, or video/film useful but not required; 4 credits

***365s Dance Theatre Production**
All aspects of theatre production as related to dance. Organization, planning, and coordination plus application of basic principles of scenery, costume, and lighting design. Practical experience on crews for dance concerts.
Meets Humanities I-A requirement.
2 meetings (90 minutes); 4 credits
Note: *Please consult printed Five College Dance Department schedule.*

***373f Issues in Dance History: Western Dance before 1900**
A hands-on course of practice and theory, including medieval dance, baroque dance, and ballet, as well as contradances and English country dances.
Meets Humanities I-A requirement.
C. Hill
4 credits

***375fs Anthropology of Dance**
This course is a study of the history and development of dance from ritual to performance and investigates dance as a cultural expression of varied aspects of social life. Through lectures, readings, and films, the literature of dance anthropology is revealed. The importance of myth, religion, ritual, and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as functional behavior, and methods of studying dance are reviewed. Comparative studies of dance from Australia, Africa, Indonesia, Europe, the Circumpolar regions, and the Americas illustrate the importance of dance in past and present societies.
Meets Humanities I-A requirement.
2 meetings (90 minutes); 4 credits
Note: *Please consult printed Five College Dance Department schedule.*

***377fs Advanced Studies**

**377f(01) Balanchine 100*
Commemorating the centennial of his birth, this seminar pays tribute to the aesthetic vitality of George Balanchine, the foremost classical choreographer of the twentieth century. In our time, Balanchine (1904–1983) transformed the classic dance from its nineteenth-century codification into a steadily evolving language capable of

expressing the most subtle yet profound of human emotions. We will identify the major themes in Balanchine's works, some of which include Diaghilev, waltzes, Tchelichew and surreality, Tchaikovsky, Americana, narratives, abstraction, Stravinsky and apotheosis. Each week we will view, discuss, and analyze at least one major work within the theme.
Meets Humanities I-A requirement.
C. Valis Hill
Prereq. dance history class; 1 meeting (3 hours); 4 credits
Note: *Highly recommended for students interested in music, dance, and choreography.*

**377s(01) Jazz Tap Dancing in America: History and Practice*
This course explores the history of jazz tap dancing in America in the classroom and dance studio, enabling students to view and embody the classic jazz and tap choreographies representing our 300-year tradition of American percussive dance.
Meets Humanities I-A requirement.
4 credits

**377s(02) Fleeting Images: Choreography on Film*
This course presents a survey of choreography on film and video with a focus on works that have most successfully effected a synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance; the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body.
Meets Humanities I-A requirement.
4 credits

**377s(03) Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop*
This course presents a survey of late twentieth-century dance that moves from the sixties—a decade of revolt and redefinition in American modern dance that provoked new ideas about dance, the dancer's body, and a radically changed dance aesthetic—to the radical postmodernism of the nineties.
Meets Humanities I-A requirement.
4 credits

**377(10) Black Traditions in American Dance*
Explores the forms, contents, and contexts of black traditions that played a crucial role in shaping American theatrical dance in the twentieth century and acknowledges such African American dance artists as Katherine Durham, Bill Robinson, Pearl Primus, and Alvin Ailey—along with Isadora Duncan, Martha Graham, and Doris Humphrey—as the pioneering movers and shapers of our modern American dance tradition.
Meets Humanities I-A requirement.
C. Hill
2 meetings (90 minutes); 4 credits; enrollment limited to 20

***392s Dance Pedagogy: Teaching Seminar**
Meets Humanities I-A requirement.
4 credits
Note: *Please consult printed Five College Dance Department schedule.*

Performance Studies

Placement for technique classes in all styles is held during the first class meeting. After successful completion of the course requirements, including some written and reading assignments and outside concert viewing, 2 academic credits and 2 units in physical education will also be granted.

Students are required to take an FCDD placement class to register for the 300 level of ballet, jazz, and modern technique classes. This placement class is offered at the beginning of the fall semester and before preregistration in the spring.

***104s Pilates**
Pilates is a method of physical and mental conditioning. It is a unique method of toning, stretching, and strengthening. It utilizes special apparatus to achieve balance in the body and create harmony of body, mind and spirit. Joseph Pilates, who came to the U.S. in the 1920s, originally developed the Pilates method. The goal of this course will be to use specific Pilates exercises to strengthen and elongate muscles, improve bodily alignment, and solidify kinesthetic awareness. This course will focus on creating a conditioning routine that is suited for students interested in improving their ballet

and modern technique. Assignments will include readings and a final paper.
Does not meet a distribution requirement.
M. Madden
2 meetings (90 minutes); 2 credits; enrollment limited to 20

Technique courses:

113f Modern I
An introduction to the basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required.
Does not meet a distribution requirement.
J. Coleman
2 meetings (90 minutes); 2 credits; enrollment limited to 30

114s Modern II
Advanced beginning modern technique. The course will concentrate on aspects of strength, flexibility, and anatomical integration in order to improve technical skills. Improvisation as well as various body therapies will be included in the class format.
Does not meet a distribution requirement.
The department
2 meetings (90 minutes); 2 credits; enrollment limited to 30

***119s Contact Improvisation**
Contact improvisation is a duet movement form that explores communicating through the language of touch, momentum, and weight. Classes will develop simple solo and duet skills—rolling, falling, balance, counterbalance, jumping, weight sharing, and spirals.
Does not meet a distribution requirement.
F. Wolfzahn
Taught in conjunction with Dance 219;
1 meeting (90 minutes); 2 credits; enrollment limited to 20

120f Ballet I
Students will be taught the basic movements and fundamentals of classical dance. The movements will be taught in a pure form, at a relaxed pace before proceeding to more complex combinations. Ballet I sets the groundwork for the musicality of the ballet lesson.
Does not meet a distribution requirement.
R. Flachs
2 meetings (90 minutes); 2 credits; enrollment limited to 30

121s Ballet II
A continuation of the knowledge gained in Ballet I. The class will emphasize maintaining correct body placement, coordination of the arms and head while using the whole body for dance. Curriculum covered will include the small and big classical poses and an increase in the allegro portion of the class.
Does not meet a distribution requirement.
The department
2 meetings (90 minutes); 2 credits; enrollment limited to 30

***130fs Jazz I**
Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Performance of simple dance phrases using fundamentals.
Does not meet a distribution requirement.
The department
2 credits; no repeats; enrollment limited to 35

***131fs Jazz II**
An elaboration of fundamentals of jazz dancing with an emphasis on more extensive movement vocabulary.
Does not meet a distribution requirement.
The department
2 meetings (90 minutes); 2 credits; enrollment limited to 30

132f Intro to Hip-Hop
This class will introduce students to the basic elements of various styles of hip-hop dance including breaking, popping, locking, and contemporary music video style. In addition, students will learn the history of hip-hop's four elements: breaking, MCing, DJing, and graffiti. Each class will start with a warm-up focusing on hip-hop fundamentals, and conclude with a short combination fusing these diverse styles together.
Does not meet a distribution requirement.
J. Weber
1 meeting (80 minutes); 1 credit; enrollment limited to 30

***136fs Tap I**
For beginning to low-intermediate students. This class focuses on gaining an excellent technical start, learning the stylistic variations of soft shoe, paddle 'n' roll, rhythm, buck 'n' wing and hittin', perfecting two-time steps and a traditional repertoire piece, and delving into the jazz history of tap.
Does not meet a distribution requirement.
P. Raff
1 meeting (80 minutes); 1 credit; enrollment limited to 20

142fs Cultural Dance Forms
These studio courses introduce students to the practices and cultural contexts of different dance forms. These include dances both from distinct regional dance cultures and intercultural forms. The specific foci of these courses will vary with the individual visiting artist.

142fs(01) West African Dance
The objectives of the course are for students to understand the profound influence African dance has had on American dance forms, to understand the significance of dance in African culture, and to understand the connection between drummer and dancer and to appreciate and respect a culture that is different yet similar in many ways to American culture.
Does not meet a distribution requirement.
M. Middleton, S. Sylla
2 meetings (90 minutes); 2 credits; enrollment limited to 35

142f(02) Tango
Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Class will include the steps, the history, and anecdotes about the culture of tango. We will cover traditional and modern forms. All dancers will learn lead and follow, so you do not need a partner. Wear leather soled shoes or bring socks.
Does not meet a distribution requirement.
D. Trenner
1 meeting, 3 hours; 2 credits; enrollment limited to 30

142s(02) Classical Indian Dance
This course is an introduction to the basic patterns of formal Indian classical dance movement that include gestures and facial expression in expressive and mimetic interpretations through poetry, music compositions, and rhythmic structures. A study of *mudras* (hand gestures) will include practice and memorizing an established vocabulary of gestures from a ninth-century classical dance text. Using these gestures we will explore their application within a traditional/contemporary framework of movement, poetry, and spoken ideas. Readings and videos will be assigned to augment class work for historical, religious, and cultural understanding of dance in India.
Does not meet a distribution requirement.
R. Devi
2 meetings (90 minutes); 2 credits; enrollment limited to 30

**142 Flamenco*
Does not meet a distribution requirement.
C. Mora
2 meetings (90 minutes); 2 credits

**142 Javanese*
Does not meet a distribution requirement.
M. Sumarsam, S. Sriman
1 meeting (3 hours); 2 credits

**142 Comparative Caribbean Dance*
Does not meet a distribution requirement.
Y. Daniel
2 meetings (90 minutes); 2 credits

147fs Renaissance and Baroque Dance
(Same as Music 147D) 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.
Meets Humanities I-A requirement.
N. Monahin, M. Pash
1 credit; enrollment limited to 20

***207fs Contemporary Repertory**
This course will involve students in the creation and performance of a new dance, set to a medley of popular British and American rock songs from the 1950s and 1960s. The dance will be presented at the faculty concert in November.

Meets Humanities I-A requirement.
T. Freedman, J. Coleman
Prereq. intermediate technical level in ballet, jazz, or modern dance, or permission of instructors; 2 credits

211s Suzuki Actor Training
(Same as Theatre 215) This course will focus on Suzuki actor training, a rigorous, physical method developed by Tadashi Suzuki. Drawing from the classical Japanese art forms, Noh and Kabuki, and other sources, Suzuki trains actors to connect to their "animal energy" and also to the ground. Through a series of exercises, actors develop physical strength and projection. The work will culminate in a performance based on a dramatic text.
Meets Humanities I-A requirement.
J. Devlin
Prereq. Theatre Arts 105 or permission of instructor; 2 meetings (2 hours); 4 credits; enrollment limited to 14

215f Modern III
Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range, and incorporating strength) and movement expressivity (phrasing, dynamics, and rhythmic acuity).
Does not meet a distribution requirement.
T. Freedman
2 meetings (90 minutes); 2 credits; enrollment limited to 15

216s Modern IV

**216f(01)* Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation.
Does not meet a distribution requirement.
J. Coleman
2 meetings (90 minutes); 2 credits; enrollment limited to 20

Spring 2008

216s(01) Modern IV
Modern dance technique after the Limon/ Humphrey style. Floor work, center, and locomotor exercises geared to enhance the student's strength, coordination, balance, flexibility, spatial awareness, rhythmic understanding, and dynamics of movement. Attention is given to isolated movements and full combinations across the floor. Throughout the course we will be dealing with various interwoven aspects of dance such as alignment, succession, opposition, potential and kinetic energy, fall, weight, recovery and rebound, suspension, isolation, breath.
Does not meet a distribution requirement.
The department
2 meetings (90 minutes); 2 credits; enrollment limited to 25

***219s Contact Improvisation II**
This course will continue the exploration of the contact form and develop an experiential method of relating to dancers moving in a symbiotic relationship.
Does not meet a distribution requirement.
F. Wolfzahn
Prereq. Dance 119; 1 meeting (90 minutes); 1 credit; enrollment limited to 7

222f Ballet III
At this level, class will include a logical and efficient development of exercises culminating with varied allegro combinations. The class will provide the student the opportunity to acquire endurance and learn artistic expression. The importance of musicality within the technique will be a fundamental aspect of the class.
Does not meet a distribution requirement.
C. Flachs
2 meetings (90 minutes); 2 credits; enrollment limited to 20

223s Ballet IV
Continues to perfect the classical ballet technique, concentrating on small and big poses at the barre, pirouettes and adagio work in the big poses in the center, and jumps in the small and big poses in the allegro section of the class. More complex grand allegro will be presented.
Does not meet a distribution requirement.
R. Flachs
2 meetings (90 minutes); 2 credits; enrollment limited to 30

232f Intermediate Hip-Hop
Journey through time and experience the evolution of hip-hop from its old-school social-dance roots to the contemporary phenomenon of commercial choreography that hip-hop has become. Using film and

text in addition to studio work, this class will create a framework from which to understand and participate in the global culture of hip-hop dance.
Does not meet a distribution requirement.
J. Weber
1 meeting (80 minutes); 1 credit; enrollment limited to 30

233f Jazz IV
Does not meet a distribution requirement.
K. Lynch
2 meetings (90 minutes); 2 credits; enrollment limited to 35

***236f Tap III: Intermediate**
For the intermediate to advanced student. This class focuses on technical prowess, new repertoire for performance in MHC's fall dance concert (performance participation not required), at least one traditional repertoire piece, improvisation, and delving into the jazz history of tap.
Does not meet a distribution requirement.
P. Raff
1 meeting (80 minutes); 1 credit; enrollment limited to 20

***243fs Cultural Dance Forms II**
These studio courses introduce students to the practices and cultural contexts of different dance forms. These include dances both from distinct regional dance cultures and intercultural forms. The specific foci of these courses will vary with the individual visiting artist.

**243fs West African II*
Does not meet a distribution requirement.
M. Middleton
Prereq. Dance 142(01) or permission of instructor; 2 credits; enrollment limited to 35

**243fs Comparative Caribbean II*
Does not meet a distribution requirement.
Y. Daniel
2 credits

**243fs Flamenco II*
Does not meet a distribution requirement.
C. Mora
2 credits

317f Modern V
Refinement of personal technical clarity and performance skills (musicality, interpretation, phrasing).
Does not meet a distribution requirement.
The department
Prereq. advanced placement; 2 meetings (90 minutes); 2 credits; enrollment limited to 20

***318s Modern VI: Advanced Modern Technique**
This course focuses on the integration of technique and repertory and will introduce students to a variety of contemporary technical and performing styles in modern dance.
Does not meet a distribution requirement.
C. McLaughlin
Prereq. advanced placement; 2 meetings (90 minutes); 2 credits; enrollment limited to 20

***324f Ballet V**
Emphasizes stability (aplomb) in various turning movements and exercises done on demipointe and full pointe. The students will work on improving their classical form through emphasis placed on the plasticity of the arms and torso. As the semester progresses, all possible approaches to the given movements will be developed. At this level the musical interpretation will enhance the complexity of the ballet exercises. The last half hour of class will be devoted to strengthening pointe technique.
Does not meet a distribution requirement.
C. Flachs, R. Flachs
Prereq. advanced placement; 2 meetings (2 hours); 2 credits; enrollment limited to 20

325s Ballet VI
Course is for advanced dancers and will stress complex classical ballet technique combinations, concentrating on turns at the barre, turns in the big poses in the centre, and batterie in the allegro. Artistry, presentation, and musicality of dance will be incorporated, with the grande allegro serving as the focus of the class. The last half hour will be devoted to advanced pointe technique.

Does not meet a distribution requirement.
C. Flachs
Prereq. advanced placement; 2 meetings (2 hours); 2 credits; enrollment limited to 20

***379s Senior Choreography Lab**
This course will be team taught by members of the faculty and will be required of all senior majors and minors who wish to present choreographic works in the senior dance concert. Faculty will advise and direct students in the development of their individual choreographic projects, focusing on issues of musicality, visual design, movement phrasing, overall structure, background research, and content.
Does not meet a distribution requirement.
The department
Prereq. major or minor in the department; 1 meeting (2 hours); 1 credit

Courses Counting toward the Major and Minor

	Music
147	Renaissance and Baroque Dance

Economics

The economics major and minor are administered by the Department of Economics: Professors Christiansen, Gabriel, Hartley, Moseley, Paus (Director of Global Initiatives), Rapoport, Robinson (*chair*); Associate Professors Wilson (Director of Academic Development); Assistant Professors Guldi, Schneider; Visiting Professor Khan; Visiting Lecturer Johnson.

Contact Persons

Dawn Larder, *senior administrative assistant*
Michael Robinson, *chair*

An economics student will acquire the necessary analytical tools to understand contemporary economic issues and to take reasoned positions in debates about economic and social policy. She will be in a position to apply these tools in a multitude of areas in her future career. Many of the world's most pressing problems—discrimination, environmental destruction, inequality, inflation, poverty, underdevelopment, unemployment—are economic in nature. Economics is concerned with the study of the causes and the possible solutions to these and other economic and social problems. Macroeconomics deals with the economy as a whole, with the forces behind economic growth, the problems occurring in the growth process (such as business cycles, inflation, and unemployment), and government policies to address these problems. Microeconomics focuses on the efficient allocation of resources among alternative uses and addresses such questions as how individuals, firms, and societies decide what to produce, how to produce, and how to distribute the output. Economists study these important issues by combining theoretical models and data analysis. The great human interest of the subject, together with the rigor of its analysis, gives the study of economics its stimulating quality.

Requirements for the Major

Credits

- A minimum of 32 credits in the department beyond the 100 level

Courses

- Economics 211, Macroeconomic Theory
- Economics 212, Microeconomic Theory
- Economics 220, Introduction to Econometrics (or Economics 320, or Psychology 201, or Sociology 225, or Statistics 140, 240, 340) *(A course outside the Department of Economics does not count toward the 32-credit minimum.)*
- Three 300-level courses *(two of these must be taken at Mount Holyoke)*
- 8 additional credits at either the 200 or 300 level

Students typically begin their study of economics with Introductory Microeconomics (103) and Introductory Macroeconomics (104). These courses are the prerequisites for the required intermediate courses. Which course is taken first makes no difference.

Other

- Majors are encouraged to undertake independent study and research projects under faculty supervision (395fs) in their senior year and to prepare for this research by taking the Junior Research Seminar (390s) in the spring of their junior year.

The objective of the core courses is to examine intensively the theoretical tools used in professional economic research. One or more of the core courses is required for each 300-level course in the department. At the intermediate level, a student can choose from a wide array of courses that apply economic theory to particular areas, drawing and building on the concepts and analytical tools developed in the introductory courses. Most 300-level courses are applied courses as well, but the level of analytical sophistication is higher, and students are expected to write

substantial analytical research papers. The applied areas offered in the department cover a wide range of subjects, including comparative economic systems, economic development, economic history, economics of corporate finance, economics of race, environmental economics, health economics, history of economic thought, industrial organization, international economics, labor economics, money and banking, and public finance.

Requirements for the Minor

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

Credits

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

Introductory Courses

Students may begin the study of economics with either one of the traditional introductory courses, Introductory Microeconomics (103) or Introductory Macroeconomics (104). Which course is taken first makes no difference. Students can also start with either of the first-year seminars: 100(01) Introduction to the Chinese Economy or 100(02) Economics of Education.

Students who are fairly certain that they want to major in economics are encouraged to take either one of the introductory macro- or microeconomics courses. Students should consult the department chair before selecting courses, if they received a 4 or 5 on one or both of the advanced placement exams in economics, took "A-levels," or took the International Baccalaureate in economics. The department offers placement exams for those students who have previously covered introductory micro- and macroeconomics.

Course Offerings

100-Level Courses without Prerequisites

100f Introductory Economics Topics

(01) Global Economy
(Speaking- and writing-intensive course; first-year seminar) This course introduces students to the economic forces that have led to ongoing integration of economies worldwide. We will examine the benefits and the costs of this centuries-long development. Topics will include increasing economic inequality on a world scale, global environmental degradation, and economic integration (e.g., NAFTA and the EU). See *http://www.mtholyoke.edu/courses/jchristi/econ100/homepage.html* for a more detailed description. Eight film showings will provide students with visual images of the issues under discussion.
Meets Social Sciences III-A requirement.
J. Christiansen
Prereq. fy or permission of instructor; 2 meetings (75 minutes) plus one film showing (2 1/2 hours, eight weeks); 4 credits; enrollment limited to 17

(02) Economics of Education
(Writing-intensive course; first-year seminar) Why is schooling important to democracy? Through readings and discussion, this course will examine the role of formal education in expanding individuals' real capabilities for democratic engagement in capitalist society. With an emphasis on the U.S., we will analyze: myths and realities of educational opportunity; K-12 schooling and public policy; merit, money and educational opportunity; returns to education; education as a signal; the educational value of diversity; theories of achievement gaps; classic education and the liberal arts; and the potential of education to reduce, rather than increase, inequality.
Meets Social Sciences III-A requirement.
L. Wilson
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 17

**Economics in Popular Film*
(Writing-intensive; first-year seminar) An introduction to political economy using a wide range of popular films as the object of analysis. For example, students will discuss slavery based on the film *A Respectable Trade* and the economics of the environment in the context of *Erin Brockovich*. The basic goal of the course is to provide theoretical tools for applying economic analysis in understanding both historical events and processes and more contemporary issues. See *http://www.econfilm.us* for a more detailed description.
Meets Social Sciences III-A requirement.
S. Gabriel
Prereq. fy or permission of instructor; 2 meetings (75 minutes) plus 1 film showing (3 hours); 4 credits; enrollment limited to 17

**Introduction to the Chinese Economy*
(First-year seminar) This course explores the nature of the current transition, the role of debates over Marxian theory in this transition, the development of new labor and stock markets, the differences between rural and urban China, the restructuring of financial and industrial institutions, and the China-globalization nexus.
Meets Social Sciences III-A requirement.
S. Gabriel
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 17

103fs Introductory Microeconomics
Studies the tools of microeconomic analysis and their applications. Supply and demand for products and for factors of production; production functions and costs; performance of the United States economy in producing and distributing products; and international trade.
Meets Social Sciences III-A requirement.
P. Schneider (fall); M. Guldi (spring)
2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

104fs Introductory Macroeconomics
Introduces theories of the determinants of output, employment, and inflation; the role of government expenditure and taxation; the nature and control of the money supply and alternative analyses of its influence; current policy debates; and international trade and finance.
Meets Social Sciences III-A requirement.
S. Khan (fall); S. Khan, F. Moseley (spring)
2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

200-Level Courses without Prerequisites

These 200-level courses investigate a particular topic in economics at some depth without presupposing prior knowledge of economics. Many students may find one or more of these courses useful complements to majors and minors other than economics. These courses are not open to first-year students as their first course in economics.

201s Game Theory
The course will illustrate and analyze the strategies used in making interrelated decisions. Concepts from game theory will be developed using examples and cases drawn from economics, business, politics, and even sports. Applications will include the Prisoner's Dilemma and related games, signaling, bargaining, voting and power, brinkmanship, and nuclear deterrence.
Does not meet a distribution requirement.
M. Robinson
Prereq. not open to first-year students as their first course in economics; 2 meetings (75 minutes); 4 credits

202s East Asian Economic Development
This course provides an overview of economic development in East Asia. The complex interplay of public policy, global competition, and domestic economic relationships in China, Japan, and Korea will serve as the core subject matter of the course, though patterns of economic development in Indonesia, Malaysia, and Singapore will also be discussed. Special attention is given to conditions under which regional economies have successfully blended elements of import-substituting industrialization with export-oriented growth. The course will conclude with a discussion of the impact of the regional economic crisis, the current

wave of reforms, and the potential for future growth and development.
Meets Social Sciences III-A requirement.
S. Gabriel
Prereq. not open to first-year students as their first course in economics; 2 meetings (75 minutes); 4 credits

203s Environmental Economics
Application of economic analysis to environmental issues. Topics include: relationships between growth, development, and the environment; effects of externalities on market outcomes; market and nonmarket solutions to environmental problems; cost-benefit and risk-benefit analysis; efficient and equitable use of depletable and non-depletable natural resources.
Meets Social Sciences III-A requirement.
J. Christiansen
Prereq. not open to first-year students as their first course in economics; 2 meetings (75 minutes); 4 credits; enrollment limited to 24

204f Human Agency and Historical Transformation: Pivotal Moments in the Development of Capitalism
(Same as Critical Social Thought 255 and History 301) This seminar examines evidence and theories on the origins, development, and dynamics of capitalism and the modern state. We shall focus on the transition to (agrarian) capitalism in early modern England, the industrialization of production in nineteenth-century Europe and the United States, and the political and economic crisis of the 1930s depression. As we ask how fundamental changes in human communities come about, we shall consider the relative contributions of individual agency and social determination to the creation of a world so many now regard as either natural or inevitable.
Does not meet a distribution requirement.
J. Christiansen, H. Garrett-Goodyear
Prereq. jr, sr only; 1 meeting (3 hours); 4 credits; enrollment limited to 25

***205s Labor Economics: Women in the United States Economy**
Introduction to labor economics with a particular focus on the evolving position and status of women in the American economy. Topics will include gender differences in labor force participation, nonmarket time, educational attainment, occupations, and earnings. Economics of the household including marriage and fertility decisions, family structure, and balancing career versus family responsibilities. Differential impacts of recent developments in the labor market such as restructuring, unemployment, and income inequality. Consideration of various government policies such as affirmative action, child care, and welfare reform.
Meets Social Sciences III-A requirement.
M. Robinson
Prereq. not open to first-year students as their first course in economics; 4 credits

***206s Economics of Health Care and Health Service Organizations**
Economic aspects of the delivery and financing of health care in the United States. Analysis of private markets, economic organizations, and public policy issues. Consideration of such questions as: What determines the fairness and efficiency of providing medical services? What influences do factors other than medical care, such as prevention, lifestyle modification, and environment, have on health, and how can policies affect them? How does the U.S. health care system compare to those of other countries?
Meets Social Sciences III-A requirement.
Prereq. not open to first-year students as their first course in economics; 2 meetings (75 minutes); 4 credits

209s United States Economic History
(Same as History 209s) Examines the historical development of the U.S. economy from the colonial period to the present from a variety of theoretical perspectives. The main questions addressed are: What are the reasons for the successes of the U.S. economy (growth, increased productivity, increased living standards, etc.)? What are the causes of the problems or failures in the U.S. economy (unemployment, inflation, inequality, poverty, etc.)? How have different groups in society (classes, races, and genders) been affected differently by these successes and failures? What has been the role of the government in the U.S. economy? To what

extent have wars in U.S. history been caused by economic conflicts?
Meets Social Sciences III-A requirement.
F. Moseley
Prereq. not open to first-year students as their first course in economics; 2 meetings (75 minutes); 4 credits

210f Marxian Economic Theory
Introduction to the Marxian theory of capitalism, as presented in the three volumes of *Capital.* Marxian theory is applied to analyze the causes of contemporary economic problems, such as unemployment and inflation, and the effectiveness of government policies to solve these problems. Comparisons made between Marxian theory and mainstream macro- and microeconomics.
Meets Social Sciences III-A requirement.
F. Moseley
Prereq. not open to first-year students as their first course in economics; 2 meetings (75 minutes); 4 credits

200-Level Courses with Prerequisites

The following 200-level courses require one or two introductory economics courses as prerequisites. They include the core theory courses that are required for the major and minor, as well as several applied courses that assume an introductory background in economics.

211fs Macroeconomic Theory
Intermediate macroeconomic theory. Analysis of causes of long-run economic growth and short-run business cycles. Study of the microeconomic foundations of macroeconomic models, consumption, investment, government spending, net exports, money supply, and money demand. Examination of fiscal and monetary policy and U.S. economic relations with the rest of the world.
Meets Social Sciences III-A requirement.
J. Hartley (fall); J. Christiansen (spring)
Prereq. Economics 103 and 104 or permission of instructor; 2 meetings (75 minutes); 4 credits
Note: *Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course.*

212fs Microeconomic Theory
Theoretical analysis of consumer and firm behavior, the role of prices in an economic system with various market structures, interrelationships of product and factor markets in a general equilibrium model, and the implications of the price system for resource allocation and economic welfare.
Meets Social Sciences III-A requirement.
The department
Prereq. Economics 103 and 104 and Mathematics 101 or permission of instructor; 2 meetings (75 minutes); 4 credits
Note: *Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course.*

213s Economic Development: A Survey
After an intensive exposure to the concepts of economic growth, development, poverty, and inequality (including measurement issues), the major competing theoretical perspectives on economic growth, development, and underdevelopment up to the current state of the controversy in the field will be covered. These controversies will be carried through to major topics pertaining to economic globalization such as foreign aid, international trade, debt, foreign investment, and IMF/World Bank-led structural adjustment. Poverty and the role of governments and markets are key themes of the course.
Meets multicultural requirement; meets Social Sciences III-A requirement.
S. Khan
Prereq. Economics 103 and 104; 2 meetings (75 minutes); 4 credits

215f Economics of Corporate Finance
An investigation of the economic foundations for investment, financing, and related decisions in corporations. Topics include capital markets and institutions; analysis of financial statements; sources and uses of funds; capital budgeting and risk; cost of capital; portfolio theory; the impact of corporate decisions on the economy. Some attention given to recent developments in the stock market, in the merger movement, and in international finance.

See *http://www.mtholyoke.edu/courses/sgabriel/215.html and http://www.financeclass.us* for a more detailed description.
Does not meet a distribution requirement.
S. Gabriel
Prereq. soph, jr, sr, Economics 103 and 104; 2 meetings (75 minutes); 4 credits

216s International Trade
This course investigates reasons why nations trade and factors that determine trade patterns. Using the basic tools of microeconomics, it explores theoretical explanations to these questions and considers the welfare and distributional impacts of free trade among countries. Further topics include barriers to trade, reasons for limiting trade, economic integration, and some current trade policy issues. The objective is to provide students with basic concepts and theories in international trade and to apply them to current issues in the economic and political arena.
Meets Social Sciences III-A requirement.
P. Schneider
Prereq. Economics 103 and 104; 2 meetings (75 minutes); 4 credits

217f International Finance
A one-semester course in open-economy macroeconomics and international finance. There are two objectives for this course: first, to introduce students to basic concepts and models in international finance; second, to provide an opportunity for students to apply these concepts and models to a selection of current policy issues in international finance. The emphasis is on recent theoretical and empirical work dealing with the post-Bretton Woods international monetary system.
See *http://www.mtholyoke.edu/courses/pschneid/econ217* for a more detailed description.
Meets Social Sciences III-A requirement.
P. Schneider
Prereq. Economics 103 and 104; 2 meetings (75 minutes); 4 credits

220fs Introduction to Econometrics
A study of statistical methods applied to economic and social data. Measures of central tendency and dispersion, point and interval estimation, hypothesis testing, simple correlation, and simple and multiple regression analysis.
Does not meet a distribution requirement.
M. Guildi
Prereq. Economics 103 and 104 and Mathematics 101 or permission of instructor; 2 meetings (75 minutes), 1 lab (50 minutes); 4 credits

***249f Topics in Economics**
Monetary Policy in Developing Countries
The course analyzes the application of monetary policy measures in developing countries under various foreign exchange rate arrangements. It starts with a brief review of the basic operation of a monetary sector and its relationship with the balance of payments. It then goes on to examine how the foreign exchange-rate regime affects the ability to control inflation and economic activity. Alternative monetary regimes will be studied, going from the debate on "rules vs. discretion" to the application of "inflation targeting" strategies. The analysis of monetary policy will be directly linked to recent stabilization experiences in South America, Central America, and Asia.
Does not meet a distribution requirement.
Prereq. Economics 103 and 104; 1 meeting (2 1/2 hours); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, and permission of department; 1 to 4 credits

300-Level Seminars

The following seminars have 200-level prerequisites and are intended to provide the student with an extensive and in-depth analysis of a particular subject.

***304f Labor Economics**
This course examines modern theories of labor markets and reviews empirical evidence in support or contradiction of those theories. Topics include the supply and demand of labor, human capital theory, household and family behavior, worker mobility, union activities, wage inequality, and gender and racial discrimination. The course will also

consider current public policy debates of relevance to labor markets, including minimum wages, welfare reform, educational policy, and free trade agreements.
Does not meet a distribution requirement.
Prereq. jr, sr, Economics 212, 220; 2 meetings (75 minutes); 4 credits

***306f Political Economy of "Race" in the U.S.**
(Speaking-intensive course) A colloquium on the political economy of race-based discrimination. Topics include the role of culture in economic performance, poverty/underclass discourse, ethnic success/failure, urban underdevelopment, efficiency and ethics of affirmative action, punishment industry, and environmental racism. The ways race is overdetermined by power/class/gender are discussed. Main goals: analyze the context, collective behavior, conflicting interests, and strategies for transforming race effects in the economy; investigate the productive and unproductive uses of race for different racial and ethnic groups; explore how race is a fundamental, constitutive element of modern economic theory and practice.
Does not meet a distribution requirement.
L. Wilson
Prereq. Economics 212; 1 meeting (3 hours); 4 credits

307f Seminar in Industrial Organization
Analysis of theoretical models and empirical studies on the economic performance of industries. Approaches studied include transactions costs economics, game theory, and pricing models. Topics include advertising; research and development; relationships between government and business such as regulation and antitrust laws. Students will conduct and present individual research projects.
Does not meet a distribution requirement.
The department
Prereq. jr, sr, Economics 212; 1 meeting (2 1/2 hours); 4 credits

310f Public Finance Seminar
Overview of the public sector in the U.S. and the scope of government intervention in economic life through taxation and government spending. Basic principles of taxation as well as who bears the burden of taxes and the consequences for efficiency, employment, and economic growth. Theory of public goods and externalities including an evaluation of specific programs such as education and national defense. Economic principles of income redistribution and social insurance as well as applications to current policy areas such as health, welfare, unemployment insurance, and Social Security.
Does not meet a distribution requirement.
M. Guldi
Prereq. Economics 211, 212; 1 meeting (2 1/2 hours); 4 credits; enrollment limited to 18

***312s Seminar in International Trade**
Examines current events in international trade. The emphasis of this course is on current trade policy debates in the WTO agenda. It investigates topics such as the expansion of regional trade agreements, environmental and labor standards, the TRIPs agreement, agricultural protection and market access, trade in services, and electronic commerce. See *http://www.mtholyoke.edu/courses/pschneid/econ312* for a more detailed description.
Does not meet a distribution requirement.
P. Schneider
Prereq. jr, sr, Economics 216, 212 recommended; 1 meeting (3 hours); alternates with Economics 313; 4 credits; enrollment limited to 15

313s Seminar in International Finance
Advanced course in selected topics in international finance, which include: models of balance-of-payments crises, target zones, financial crises in emerging markets, contagion, capital controls, and the economics of currency areas (dollarization and the European Monetary Union).
See *www.mtholyoke.edu/courses/pschneid/econ313* for a more detailed description.
Does not meet a distribution requirement.
P. Schneider
Prereq. jr, sr, Economics 217, Economics 211, and Mathematics 101 recommended; 1 meeting (2 hours); alternates with Economics 312; 4 credits

314s Economic Development in the Age of Globalization
(Speaking-intensive course) How does globalization affect the prospects for economic development? Theories and applications of how foreign investment, international trade, and global capital flows can improve or hinder economic development in the twenty-first century. Particular challenges faced by transition economies and sub-Saharan Africa, the different development paths in Latin America and East Asia, and the need and institutional space for proactive government policies. Extensive use of case method and debates. See *www.mtholyoke.edu/courses/epaus/econ314* for a more detailed description.
Does not meet a distribution requirement.
E. Paus
Prereq. jr, sr, Economics 213 and either 216 or 217; 1 meeting (3 hours); 4 credits; enrollment limited to 15

315f History of Economic Thought
Study of the historical development of economics by reading the original works of the "great masters": Smith, Ricardo, Marx, Marshall, and Keynes. Also examines the influence of the social context in which these theories were developed. Provides a historical perspective on modern microeconomics and macroeconomics—how these modern theories are similar to and different from earlier theories.
Does not meet a distribution requirement.
F. Moseley
Prereq. jr, sr, Economics 211 and 212; 1 meeting (3 hours); 4 credits

320s Econometrics
A study of advanced statistical methods in quantifying economic theory. Emphasis on the practical application of regression analysis to test economic theory, especially where the assumptions underlying ordinary least squares analysis are violated. Examines several different subjects that illustrate empirical economic research.
Does not meet a distribution requirement.
M. Robinson
Prereq. jr, sr, Economics 211, 212, 220; 2 meetings (75 minutes), 1 lab (50 minutes); 4 credits

321f Comparative Economic Systems
A seminar course in the comparative analysis of variant types of capitalist and noncapitalist social formations and the transition of social formations from one set of prevalent characteristics to a new and radically different set. The course focuses upon economic phenomena; the role of cultural, political, and environmental processes in shaping economic differences between societies is also discussed.
See *http://www.mtholyoke.edu/courses/sgabriel/321.html* for a more detailed description.
Does not meet a distribution requirement.
S. Gabriel
Prereq. jr, sr, Economics 211 and 212 or permission of instructor; Economics 213 recommended; 1 meeting (3 hours); 4 credits

335s Advanced Corporate Finance
This course allows students who have taken Corporate Finance (Economics 215) to pursue more advanced topics in the field. Among the topics to be covered are hedging, options and derivatives, agency theory, behavioral finance, costs of financial distress, asset pricing for state-owned enterprises, and theories of corporate control and regulation.
See *http://www.mtholyoke.edu/courses/sgabriel/317.html* for a more detailed description.
Does not meet a distribution requirement.
S. Gabriel
Prereq. Economics 215 and 220; 1 meeting (3 hours); 4 credits

338s Money and Banking
Monetary theory and policy. Overview of financial markets and institutions. Explores the nature of money and the effects of changing money supply on the economy; theories of money demand; the various methods by which monetary policy can be conducted and the advantages and disadvantages of each; methods of banking regulation and the attendant problems that arise; important episodes in monetary history (e.g., the Great Depression).
Does not meet a distribution requirement.
J. Hartley
Prereq. jr, sr, Economics 211; Mathematics 101 recommended; 2 meetings (75 minutes); 4 credits

***340s Comparative Economic Performance of the G-7**
(Speaking- and writing-intensive course)
This course will look at employment, income equality, productivity, and real wages as measures to judge economic performance in the G-7 (Canada, France, Germany, Italy, Japan, U.K., U.S.). In our attempts to explain differences among these countries, we will focus primarily (but not exclusively) on labor relations and their institutional structure. The course will emphasize policy analysis: What can be done to improve economic performance?
Does not meet a distribution requirement.
J. Christiansen
Prereq. jr, sr, permission of instructor; Economics 211, 212, and 220 required; 320 recommended; 1 meeting (3 hours); 4 credits

349f Advanced Topics in Economics
Fall 2007: Lessons from South Asian Economic Development
This seminar focuses on significant South Asian initiatives and successes that are often neglected because of the current focus on economic globalization. Using sustainable development as the overarching theme, we will explore case studies from South Asia including harnessing and guiding social capital for collective action and rural development, micro-credit for poverty alleviation, devolution for service delivery, export promotion, containing population growth, attaining human development, and debates pertaining to the recent economic growth in India and Pakistan. Students will prepare and present case studies, discussant reports, and article summaries, and will engage in group work.
Does not meet a distribution requirement.
S. Khan
Prereq. jr, sr, Economics 211, 212, and 220 or Economics 213 and 220 or permission of instructor; 1 meeting (3 hours); 4 credits

390s Junior Research Seminar
This seminar is designed to prepare students to do independent research in economics. It is meant especially, but not exclusively, for students who are considering writing a thesis in economics during their senior year. The course is a study of how to do research in economics. The topics include how to find a suitable research topic, how to find literature and data relating to the topic, how to read professional economic work, how to work with theoretical economic models, and how to devise and evaluate empirical tests of a hypothesis. Course graded on a credit/no credit basis.
Does not meet a distribution requirement.
The department
Prereq. jr; 1 meeting (1 hour); 2 credits

391f Senior Thesis Seminar
This seminar is organized around students who are writing honors theses. It is meant to provide a group context for the thesis-writing process, where students present their research at various stages, critique each other's work, and discuss similarities and differences in the analytical processes they are working through. Course graded on a credit/no credit basis.
Does not meet a distribution requirement.
F. Moseley
Prereq. sr; 1 meeting (1 hour); 2 credits

395fs Independent Study
Each student carries out a research project of her own choice under close faculty supervision and submits a documented paper on her findings.
Does not meet a distribution requirement.
The department
Prereq. jr, sr, Economics 211 and 212, and permission of instructor; 1 to 8 credits

Independent Research

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

Juniors who may be interested in writing a thesis during their senior year are urged to enroll in Economics 390 in the spring semester of their junior year. Economics 390 is a 2-credit seminar that focuses on research methods in economics.

A student works individually on her thesis, usually over a two-semester period, by

registering for Economics 395 (4 credits in each semester) for a total of 8 credits. Each thesis is supervised by a committee of two faculty members, one of whom serves as the primary advisor.

Students pursuing a thesis should also enroll in Economics 391, a 2-credit seminar, in the fall of their senior year. In Economics 391, students present their research at various stages, critique each other's work, and discuss similarities and differences in their analytical processes.

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

Accounting

105s Financial Accounting
The Department of Economics does not offer a business major. However, we do offer an accounting course that will be of interest to students interested in business. The accounting course does not serve as an introduction to economics or as a part of the major. The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, interpret, and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic (+,-,*,/) and a familiarity with a spreadsheet program is suggested. See *http://www.mtholyoke.edu/courses/cljohnso* for a more detailed description.
Does not meet a distribution requirement.
C. Johnson
Prereq. not open to first-year students;
2 meetings (75 minutes); 4 credits

Educational Studies

The minor in educational studies is administered by the Educational Studies Committee: Professor Garrett-Goodyear (history); Associate Professors Arnold (classics), Lawrence (psychology and education, *cochair*), McKeever (sociology and anthropology), Smith (politics), Wilson (economics); Assistant Professor Carlisle (psychology and education, *cochair*); Lecturer Glasser (English).

Contact Persons

Sandra M. Lawrence, *cochair*
Lenore Carlisle, *cochair*

The minor in educational studies provides students with an opportunity to conduct a cross-disciplinary exploration of an education-related topic. The multidisciplinary nature of the minor offers varied perspectives on contexts and historical moments that shape and define knowledge, behavior, structures, and policies both in and out of classrooms. Students planning to minor in educational studies must consult with a member of the program committee to discuss the area of interest and design a plan of study. A brief proposal and plan of study outlining the focus of the minor and the courses making up the minor must be approved by the program chair. The culminating experience of the minor is a 2-credit Educational Studies course that will require that students analyze and synthesize key ideas that have emerged from their focused study. Students will work with a faculty advisor as they write and present a capstone paper.

Please note, this minor in educational studies does not lead to teacher licensure. For information on the education minor leading to teacher licensure, please consult the Psychology and Education chapter, which provides detailed information on the course requirements and application procedures for teacher licensure programs.

Requirements for the Minor in Educational Studies

Credits

- 18 credits

Courses

- Education 205, 220, or Educational Studies 215
- Three courses at the 200 level or above focusing on a specific area of study. (Some possible areas of study include: Knowledge and the Humanities, National and International Perspectives on Education, Gender and Education, Teaching and Learning.)
- Educational Studies 290, a capstone-type independent study (2 credits)

Other

- One Independent Study (395) can be applied to the minimum minor requirements but cannot be substituted for one of the designated courses in education or educational studies.

Course Offerings

109f Whiteness: The Other Side of Racism
(Writing-intensive course; first-year seminar)
What is whiteness—an identity, an ideology, a racialized social system? How is it related to racism? This course will examine the historical, social, psychological, and legal frameworks of whiteness, how whiteness is enacted in everyday practice, and how it influences the lives of whites and people of color. Some of the concepts this course will explore include privilege, dominance, the "new" racism, color-blindness, cultural capital, racial identity, racial stratification, power, and antiracism.
Does not meet a distribution requirement.
S. Lawrence
Prereq. fy; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

***215s Ideas and Ideals in Public Education**
Using an interdisciplinary framework, this course will examine the social, historical, legal, philosophical, economic, and political foundations of education in the United States. It is designed to engage students in an examination of the enduring questions, debates, and tensions that revolve around the institution of schooling in the U.S. Topics covered will include an examination of political ideologies that have informed past and current education reform movements; an historical perspective on access to education; and an analysis of trends in funding of public education; among others.
Meets Social Sciences III-A requirement.
L. Carlisle
2 meetings (75 minutes); 4 credits

240s Researching the Enterprise of Education
Provides an overview on the nature and practice of educational research. Students critique published research, explore ethical considerations, and examine the uses of educational research. Students also propose and conduct a small-scale research project of their own. Particular methodological approaches are stressed in different iterations of this course. Qualitative approaches such as participant-observation, grounded theory, ethnography, teacher research, case study, and interview studies are central in some courses; in others the quantitative analysis of data on education will be emphasized.

Spring 2008: Researching Race and Racism in Education
The central elements of this course include reading qualitative research, writing qualitative research, and conducting qualitative research. These three acts of inquiry explore how race matters in education and provide a deeper understanding of the racial realities of everyday life in schools. Readings and discussions highlight the paradigms, methodological approaches, and uses of qualitative research. Class demonstrations and activities focus on developing research skills. The independently designed research study provides further exploration of the complexities involved in researching racial matters.
Meets multicultural requirement; meets Social Sciences III-A requirement.
S. Lawrence
Prereq. prior course work involving race, or Education 205, 220, or 109, or Psychology 233, or permission of instructor; 2 meetings (75 minutes); 4 credits

250s Special Topics in Educational Studies

Spring 2008: To be announced
Meets Social Sciences III-A requirement.
The department
Prereq. soph, jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits

260f Mission and Market: Higher Education
Is Mount Holyoke a school or a business? Is the institution one sees today what Mary Lyon had in mind in 1837? This course will look at the development of U.S. higher education from upstart colonial colleges into a multi-billion-dollar industry. We will look closely at the tension between education mission and market forces, and how the interaction between academe and society has played out, from the founding of the republic through women's rights, the world wars, and '60s counterculture. We will touch on a range of contemporary topics such as access and affirmative action, standardized testing, athletics, and e-learning. Mount Holyoke will serve as a recurring case study.
Meets Social Sciences III-A requirement.
J. Lytle
2 meetings (75 minutes); 4 credits

290fs Capstone in Educational Studies
This 2-credit independent study course is the culminating experience of the educational studies minor which requires analysis and synthesis of key ideas that emerged during focused study in the minor. Students will work with a faculty advisor of the Educational Studies Program Committee as they plan, write, and present a capstone paper.
Does not meet a distribution requirement.
S. Lawrence
Prereq. Educational Studies 205, 215, or 220 and permission of instructor; 1 meeting (1 hour) to be arranged; 2 credits

301s Education in South Africa

Spring 2008: Policy and Practice: Education and Health in Post-Apartheid South Africa (Community-based learning course; same as Sociology 301 and Anthropology 301) This course will consist of seven meetings during spring semester, designed to allow for participants to build their knowledge of the educational system of South Africa, followed by a three-week, full-time placement in either a South African public school or the Center for the Study of AIDS.
Does not meet a distribution requirement.
M. McKeever, L. Carlisle
Prereq. soph, jr, permission of instructor required; 4 credits; enrollment limited to 10
Note: *For students pursuing teacher licensure this course may be taken in lieu of Educational Studies 332j or 324j to fulfill one of the requirements of the education minor for teacher licensure. This course requires students to complete three weeks of experiential learning in May–June 2008 in South Africa.*

English

The English major and minor are administered by the Department of English: Professors Benfey, Berek (on leave spring 2008), F. Brownlow (on leave fall 2007), Collette, Demas, Ellis, Hill, Lemly (on leave fall 2007), Quillian, Shaw, Weber (*chair*); Associate Professors Brown, Young; Assistant Professors Ahmed, Alderman, Day, Hong (on leave 2007–2008), Martin; Lecturers Glasser, Leithauser, Pyke, Sutherland; Visiting Professor C. Davis; Visiting Associate Professor S. Davis; Visiting Assistant Professors Gaige, Osborn, Snediker; Visiting Senior Lecturer J. Brownlow; Visiting Lecturer Johnson; Visiting Instructors Lambert, Murphy, Taylor, Wilson.

Contact Persons

Maryanne Alos, *senior administrative assistant*
Donald Weber, *chair*

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

- English 200, Introduction to the Study of Literature
- Two courses in literature written in English before 1700 at either the 200 or 300 level
- One course in literature written in English between 1700 and 1900 at either the 200 or 300 level (Course descriptions indicate which courses fulfill one of these historical requirements.)
- Four courses at the 300 level, two of which must be taken at Mount Holyoke and one of which must be a designated seminar

Other

- English 101, First-Year Seminar, does not count toward the requirement of 36 credits.
- English 295/395, Independent Study, cannot be counted as courses toward the completion of the English major.

The English major at Mount Holyoke offers students an opportunity to study a diverse range of texts written in English, both those comprising the tradition of British and American literature as well as the work of writers from other parts of the world. A student of English should be acquainted with texts from different historical periods and different national traditions, as well as with works in a variety of genres, including fiction, nonfiction, poetry, and drama.

English is a complex field with a variety of intellectual-interpretive approaches. The English department expects each major to take advantage of the variety of departmental offerings by thoughtfully devising her own path of study while gaining familiarity with all genres. Certain core requirements insure exposure to a body of material and a range of critical methodologies generally held to be essential to the mastery of the field.

We encourage our majors to explore the creative process by taking writing courses. We also urge them to link the study of literature in English with the study of history, art, and other literatures. Courses in classical and modern languages and literatures, art history, philosophy, religion, and history complement and supplement courses in English.

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

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

Other

- The department expects that at least one course at each level will be taken at Mount Holyoke. The choice of courses is at the discretion of the student, with no departmental approval required. Members of the department are, of course, available for consultation about possible minor

programs, and the approval of the chair is necessary for any exception to the requirements.

Teacher Licensure

Students interested in pursuing licensure in the field of English can combine their course work in English with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of English, please consult the chair of the English department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the English department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Writing

The Department of English offers two courses specifically designed for first-year students: 101 and 200, offered every fall and spring. English 101 is a writing-intensive first-year seminar intended to aid students in the transition from high school to college writing; 200 is intended to introduce students to the study of English literature and to practical criticism. English 200 is required of all English majors.

Students who take English 101 or another first-year seminar in the fall and are considering a major in English will ordinarily take English 200 in the spring. Competent writers who want to try their hand at creative writing may enroll in English 201, Introduction to Creative Writing; first-year students require the permission of the instructor. With the permission of the course instructor, sophomores, juniors, and seniors who have experience in creative writing may proceed directly to 200-level genre courses such as 203, Short Story Writing; 204, Verse Writing; and 205, Playwriting, instead of 201.

Course Offerings

101fs Seminars in Reading, Writing, and Reasoning

(Writing-intensive courses) Though sections of English 101 differ in specific content, all develop the skills of careful reading and effective writing essential to the liberal arts and sciences. Students will write frequently and have an opportunity to revise their work. By active participation in class discussion, students will develop their speaking skills and learn to ask critical questions, formulate answers, and frame persuasive arguments. Students who do not take the course in the fall should consider enrolling in the spring. Like other first-year seminars, English 101 is intended primarily for students at the start of their college career.

Fall 2007

101f(01) Colonialism and Postcolonialism
(Writing-intensive course; first-year seminar)
This course will introduce students to the concept of empire by exploring literature about the non-European world in two periods: the eighteenth century, or the Enlightenment, when Europe colonized the world; and the late twentieth century, the Postcolonial period, when the colonial world revolted against and gained independence from Europe. We will pay particular attention to how literature portrays diverse worlds in violent conflict with each other. Authors may include Locke, Defoe, and Rousseau, as well as Nurrudin Farah, Ahdaf Soueif, Rushdie, and Kirin Desai.
Meets Humanities I-A requirement.
S. Ahmed
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

101f(02) Family Fictions
(Writing-intensive course; first-year seminar)
This course treats families in literature and the language that people use in their family

lives. What types of telling do family stories inspire/require? What are the differences between the way people talk with kin and the way they talk in public? We will look at community- and family-based language practices inside and outside literature to learn more about how families construct selves, how language is born out of relationships, and how diverse American family experiences lead to diverse statement. Authors will include Louise Erdrich, Maxine Hong Kingston, and Philip Roth. Student work will include "autoethnographic" projects exploring their own family's living language.
Meets Humanities I-A requirement.
S. Davis
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

101f(03) Reading Nonfiction
(Writing-intensive course; first-year seminar)
We will explore cultural and political issues by reading current books, newspapers, and magazines. Frequent writing assignments.
Meets Humanities I-A requirement.
E. Hill
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

101f(04) A Little Learning
(Writing-intensive course; first-year seminar)
We will attempt to discover some of the most useful lessons we can learn regarding ourselves, those close to us, and others with whom we share this planet; and we will study how such knowledge may be expressed in literary and expository works. Texts include novels such as Kipling's *Kim*, Welty's *The Optimist's Daughter*, Spark's *The Prime of Miss Jean Brodie*, and others; also assorted short stories and essays.
Meets Humanities I-A requirement.
R. Shaw
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

101f(05) Multicultural Families
(Writing-intensive course; first-year seminar)
This course examines the various ways the multicultural family in contemporary American, British, European, and South African culture is imagined by writers and filmmakers. Issues to be explored include: generational conflict, the struggle to "break away," and the claims of memory and nostalgia. Above all, the course seeks to explore the range of cultural forms in which these themes find expression.
Meets multicultural requirement; meets Humanities I-A requirement.
D. Weber
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

101f(06) Contemporary Autobiography: Race, Sexuality, Style
(Writing-intensive course; first-year seminar)
We will examine contemporary American writers who employ a variety of genres to create autobiography. Through close readings of auto-fiction, poetry, the lyric essay, memoir, and journals, we shall interrogate how African American, Asian American, and queer aesthetics intersect and address this difficult question: What is an American story of the self? Writers include Wayne Koestenbaum, Gary Fisher, Toi Derricotte, June Jordan, Claudia Rankine, Andy Warhol, Justin Chin, D.A. Powell, and Meena Alexander. Students will write and revise several short creative and critical pieces, each piece becoming part of a cohesive final project.
Meets multicultural requirement; meets Humanities I-A requirement.
R. Wilson
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

101f(07) Asian American Visual Culture
(Writing-intensive course; first-year seminar)
This course provides a historical survey of Asian American visual culture, including painting, sculpture, conceptual art, photography, film, and video production. We will begin by examining early Orientalist depictions of Asians by Euro-American artists, followed with examples of Asian American visual culture through the twentieth century, and conclude with a focus on contemporary artists such as Ruth Asawa, Maya Lin, Yong Soon Min,

Wayne Wang, Richard Fung, Tseng Kwong Chi, and Nikki S. Lee.
Meets multicultural requirement; meets Humanities I-A requirement.
I. Day
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

101f(08) Coming of Age Narratives
(Speaking- and writing-intensive course; first-year seminar) This course will cultivate skills crucial to rigorous reading and writing, through analysis of nineteenth- and twentieth-century literary representations of coming of age. Authors studied will include Willa Cather, Henry James, Toni Morrison, and Constance Fenimore Woolson. Majority of student writing will consist of short (one-page) analyses of the texts at hand.
Meets Humanities I-A requirement.
M. Snediker
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

Spring 2008

101s(01) TBA
(Writing-intensive course; first-year seminar)
Meets Humanities I-A requirement
J. Pyke
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

101s(02) Images of the Self
(Writing-intensive course; first-year seminar) The focus of this course will be on identity. We'll ask the question "Who am I?" from a number of different perspectives and examine the forces that make us who we are, including family, social structure, and experience. We'll investigate the relationship of the self to body image, artistic expression, story and myth making, and perception. The course will include a selection of essays, stories, and poems as well as a couple of films and a few novels and plays including Maxine Kingston's *A Woman Warrior* and Shakespeare's *As You Like It.*
Meets Humanities I-A requirement
K. Osborn
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

**101(10) The Graphic Novel in an Era of Human Rights*
(Writing-intensive course; first-year seminar) A hybrid genre, the graphic novel powerfully combines telling and showing. Offering a firsthand portrait of human turmoil, suffering, and endurance, the texts for this course are distinguished by their investment in the exposure of mid-to-late twentieth-century human rights abuses. Japanese American internment, Hiroshima, the Holocaust, the Iranian Revolution, Israeli occupation of Palestinian territory, and war in Bosnia—these portraits of life in a time of crisis form the respective subject matter of the texts that we will consider. We will cover works by Miné Okubo, Nakazawa Keiji, Art Spiegelman, Marjane Satrapi, and Joe Sacco.
Meets Humanities I-A requirement.
C. Hong
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

103f English for Multilingual Speakers I
(Writing-intensive course) This writing-intensive course will enable international and multilingual students to refine their English writing skills by focusing on subjects such as grammar, style, usage, textual analysis, and research techniques at the college level. It can be taken as a single course in the fall semester or as part of a two-course sequence with English 104s in the spring semester.
Does not meet a distribution requirement.
J. Brownlow
2 meetings (75 minutes) plus one-hour individual tutorial; 4 credits; enrollment limited to 12

104s English for Multilingual Speakers II
(Speaking- and writing-intensive course)This is a writing- and speaking-intensive course for international students at all levels. It is designed for those who wish to improve their English writing and speaking skills by working on a one-to-one basis with an English instructor. Each student will have one 90-minute tutorial per week with the instructor in order to work on written

assignments of various lengths suggested by the instructor and, if appropriate, to discuss writing projects from other courses. The purpose of the meetings will be to assess the student's writing style and give personalized instruction in the conventions of college-level writing, research, and academic discourse.
Does not meet a distribution requirement.
J. Brownlow
Prereq. permission of instructor; 1 meeting (90 minutes), time to be arranged by student with instructor; 4 credits; enrollment limited to 12

105fs Writing across Cultures
(Speaking- and writing-intensive course) This course is designed as a workshop for international and multilingual students who want to improve their critical reading and writing skills. We will explore the forms of academic discourse through analysis, argument, and research. Readings may include short stories, poetry, drama, and essays. In class, we'll explore themes of culture and identity. Attention will be given to speaking skills through class discussion and oral presentations.
Does not meet a distribution requirement.
S. Johnson
Prereq. by permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

200fs An Introduction to the Study of Literature
English 200, required for the English major, introduces students to critical issues in the study of English literature. Students considering a major in English who take English 101 or another first-year seminar in the fall will ordinarily take English 200 in the spring.

(Writing-intensive course) This course examines various strategies of literary representation through a variety of genres, including such traditional literary forms as the novel, lyric poetry, drama, and autobiography, as well as other cultural forms, such as film. Particular attention is given to student writing; students are expected to write a variety of short essays on selected topics. Though the themes of specific sections may vary, all sections seek to introduce students to the terminology of literary and cultural discourse. Please note that this course is a requirement for all English majors.
Meets Humanities I-A requirement.
N. Alderman, A. Martin, E. Young, A. Gaige (fall); C. Benfey, S. Davis, W. Quillian, R. Shaw, E. Hill, M. Snediker (spring)
2 meetings (75 minutes); 4 credits; enrollment limited to 18

Creative Writing and Journalism

201fs Introduction to Creative Writing
(Writing-intensive course) This course offers practice in writing various kinds of narrative. Assignments emphasize clarity, concision, and creativity. Exercises lead to longer work, sketches, or short stories. Students hone critical as well as writing skills. Student papers are duplicated and discussed in class, along with selected works by published authors.
Does not meet a distribution requirement.
C. Demas, K. Osborn (fall); L. Glasser, R. Wilson (spring)
Prereq. soph, second-semester fy with permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15; instructor may require a writing sample to settle enrollments

202fs Introduction to Journalism
(Speaking- and writing-intensive course) This course offers analysis of and practice in various forms of journalistic writing, including news, feature, and science writing, editorial and opinion pieces, personal essays, and humor columns. The emphasis is on newspaper journalism, along with a semester-long article suitable for magazines. There are weekly writing assignments and discussions of peers' work. Producing a published story is a course goal.
Does not meet a distribution requirement.
M. Murphy
Prereq. soph, second-semester fy with permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

203f Short Story Writing I
(Writing-intensive course) This workshop will introduce students to the short story

form as practiced by contemporary and canonical writers. Students will learn to read fiction actively, as writers developing their craft. We will focus on understanding the elements of fiction with an eye toward eventual mastery. Exercises will focus on exploring the sensual (that is, physical) world of characters and on developing what John Gardner called "the fiction dream." Students will write and submit two stories and one revision.
Does not meet a distribution requirement.
A. Gaige
Prereq. soph or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

204f Verse Writing I
(Writing-intensive course) This course gives students practice in the basic elements of the poet's craft, emphasizing revision. It involves class criticism and conferences as well as collateral reading.
Does not meet a distribution requirement.
R. Shaw
Prereq. soph or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

205s Playwriting: Introduction to Playwriting
(See Theatre Arts 283s)

302s Nonfiction Writing: Writing Journalistic Narratives for Magazines and Books
(Speaking- and writing-intensive course) This course will focus on the techniques and skills needed to research and write compelling narratives about the recent and more distant past. In addition to regular writing and interviewing assignments, students will read and analyze the work of literary journalists who emphasize context and creative storytelling about events and trends. This course focuses on the reporting and writing of longer, in-depth articles, suitable for publication in magazines, journals, or books.
Meets Humanities I-A requirement; meets English department seminar requirement.
M. Murphy
Prereq. English 202 or other 200-level writing course, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

303s Short Story Writing II
(Writing-intensive course) This workshop is for students seriously engaged in writing short stories. Students will refine their technical skills and work on the subtleties of style. Extensive readings are required.
Meets Humanities I-A requirement; meets English department seminar requirement.
C. Demas
Prereq. jr, sr, 8 credits in department beyond English 101, including 203, submitted writing sample, and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

304s Verse Writing II
(Writing-intensive course) This workshop allows students to explore traditional verse forms as well as to invent some of their own. Each meeting provides time for discussion not only of student work but of poetry of other periods and sensibilities.
Meets Humanities I-A requirement; meets English department seminar requirement.
R. Shaw
Prereq. jr, sr, 8 credits in department beyond English 101, including 204, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

307f Opinion Journalism
This course will focus on how journalists develop and express their opinions in a wide range of forms, from literary, artistic, and cultural criticism and editorial writing to political blog posts. We will consider the development of critical voices in the twentieth century and today. Students will be asked to develop their own original opinions in a body of work that will require significant interviewing and reporting.
Meets Humanities I-A requirement; meets English department seminar requirement.
E. Taylor
Prereq. jr, sr, 8 credits in department beyond English 101, including either 201 or 202, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

309s Crafting the Novel
(Speaking- and writing-intensive course) This course is designed for students seriously engaged in writing fiction who want to study the craft of novel writing. Weekly writing assignments, discussions, and readings will lead up to each student's submission of the beginning of a novel. Extensive readings are required, as well as extensive critiques of peer work.
Meets Humanities I-A requirement; meets English department seminar requirement.
A. Gaige
Prereq. 8 credits in department beyond English 101, including either 201 or 203, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

Intermediate Literature Courses

210s The Development of Literature in English: Medieval through Commonwealth
This introduction to English literary history focuses on works, authors, forms, conventions, and ideas in chronological order and historical setting. Readings include *Beowulf*, selections from *The Canterbury Tales*, *Sir Gawain and the Green Knight*, a Shakespeare play, and selections from such authors as Malory, Spenser, Sidney, Marvell, Donne, and Milton.
Meets Humanities I-A requirement; meets English department pre-1700 requirement.
F. Brownlow
Prereq. soph or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

211fs Shakespeare
(Speaking-intensive course; same as Theatre Arts 281fs) A study of some of Shakespeare's plays, emphasizing both the poetic and the dramatic aspects of his art, with attention to the historical context and varieties of critical interpretations, including those of the twentieth century. Nine or ten plays.
Meets Humanities I-A requirement; meets English department pre-1700 requirement.
E. Hill (fall), F. Brownlow (spring)
Prereq. soph or permission of instructor; 2 meetings (75 minutes) or 3 meetings (50 minutes); 4 credits; enrollment limited to 25

214fs Topics in Medieval Studies: Exploring Medieval Texts and Contexts
(Same as History 232fs(01) and Medieval Studies 200fs(01)) This full-year course allies students of late medieval history and literature with its two instructors in exploration of texts and contexts that constituted the society and culture of England, 1350–1530. The first semester emphasizes discovery of published evidence from the era; the second challenges participants to integrate textual analysis and historical interpretation. Major texts include works by Chaucer, Gower, and Malory, read within an array of less familiar medieval sources. Major topics include languages and book culture of late medieval England; violence and chivalry; the worlds of manors and guilds; polity, gender, and governance; and late medieval science.
Does not meet a distribution requirement; the full-year course will meet the English department pre-1700 requirement.
C. Collette, H. Garrett-Goodyear
Prereq. soph, jr, sr, or permission of instructor; 2 credits each semester; 1 meeting (110 minutes); 4 credits; enrollment limited to 25

220f Introduction to British Literary and Cultural Studies since 1660
This course offers a broad study of selected figures in modern literary and intellectual history and helps prepare students for more advanced classes in British and/or postcolonial studies. We will use these figures to probe the dynamic relationship between imaginative practice and social change, which may involve global as well as national contexts. This course will introduce students to writing sustained pieces of critical analysis, challenging them to explore the theoretical relationship between literary form and historical transformation in the modern period.

Fall 2007: This course will focus on four poets: Milton, Pope, Wordsworth, and a twentieth-century poet. It will be particularly concerned with charting the representational problems poetry faces when it confronts the emergence and dissolution of the modern self.

Meets Humanities I-A requirement; meets English department 1700–1900 requirement.
N. Alderman
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

232s Global Diversity/European Modernity
(Same as Critical Social Thought 249s(01))
For two centuries, academic disciplines have been based on the premise that early modern Europe laid the foundations of "modernity"—scientific method, markets, mobility, democracy, and global exchange, or, in a word—"progress"—and then brought it to the rest of the world. But what were those other worlds, both in Europe and outside, that modernity superseded? What trace have they left—how can we know them—after they have been destroyed? Juxtaposing Enlightenment literature and post-Enlightenment theory concerned with historical difference, this class aims to rethink what actually constitutes the peculiar modernity that came to shape our lives.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement.
S. Ahmed
Prereq. soph, jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 25

233f Introduction to Queer Theory
This course introduces students to the social and political contexts mediating nonnormative gender and sexual expression since the nineteenth century. In our examination of queer epistemological genealogies and methodologies, we will also consider the value of queer theory as a subjectless analysis as opposed to a queer of color critique that calls into question the sedimentation of a white, male, North American queer identity with global pretensions.
Meets Humanities I-A requirement.
I. Day
Prereq. soph, or permission of instructor; 2 meetings (75 minutes); 4 credits

***234s Literature and Film of the Korean Diaspora**
While recognizing the diasporic globality of Koreans throughout the twentieth century, this course focuses on the geopolitical interpenetration of the U.S. and Korea from the late nineteenth century to the current day. In a century hegemonically labeled "American," Korean diasporic literature and film bespeak the imprint of U.S. power. This course adopts a periodizing frame, aggregating its materials under four rubrics: 1. Sovereign Korea in America (1902–1945); 2. "Liberation" and the""Forgotten War" (1945–1953); 3. The Cultural Politics of Debt (1960s); and 4. Sa-I-Gu (1990s).
Meets Humanities I-A requirement
C. Hong
Prereq. soph, or permission of instructor; 2 meeting (75 minutes); 4 credits

235s Modern British Poetry
This introduction to modern British poetry pays special attention to the emergence, consolidation, and dismantling of modernist poetry and poetics. It will link this literary history with, amongst other things, the loss of faith, the two world wars, and the relationship between monumental aesthetics, utopian poetics, and totalitarian politics. Writers will include Hardy, Yeats, Eliot, H.D., and Auden.
Meets Humanities I-A requirement.
N. Alderman
Prereq. soph, or English 200; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

240f American Literature I
A survey of American literature from the literature of exploration through the major authors of the mid-nineteenth century, with special attention to the formation of an American literary tradition, along with the political, social, and religious context that helped shape the imaginative response of American writers to their culture.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement.
C. Benfey
Prereq. soph or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

241s American Literature II
A continuation of English 240, which explores the diversity of writers and literary

forms that arose in U.S. society in the period from the Civil War to World War I. Authors may include Alcott, Chopin, Crane, Dreiser, Dunbar, Dunbar-Nelson, DuBois, Sui-Sin Far, Gilman, Harper, James, Jewett, Stein, Twain, Wharton, and Whitman. Will address the development of realism and naturalism, and the beginnings of modernism, and explore literary redefinitions of race, gender, sexuality, and class as shaped by social and economic pressures during this era.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement.
E. Young
Prereq. soph, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

250s Twentieth-Century and Contemporary African American Literature: Innovation, Strategy, and Form
(Speaking-intensive course) This course will explore twentieth-century and contemporary African American writers of great political import and innovation, beginning in the 1950s before the Black Arts movement with Gwendolyn Brooks, Ralph Ellison, James Baldwin, and Lorraine Hansberry, turning to writers such as June Jordan, Amiri Baraka, and Ishmael Reed. Post-movement writers may include Lucille Clifton, Toi Derricotte, Toni Morrison, Alice Walker, Harryette Mullen, Rene Gladman, Gary Fisher, and Anna Deveare Smith. Students will address the role of artistic strategy in these writers' works—poem, essay, play, novel, particularly in thinking about issues of race, gender and sexuality, and (black) self representation.
Meets multicultural requirement; meets Humanities I-A requirement.
R. Wilson
Prereq. soph or permission of instructor; 2 meetings (75 minutes); 4 credits

253s African Literature
An introduction to African literature in English since 1960. Fiction, drama, autobiography, essays by such writers as Ama Ata Aidoo, Ayi Kwei Armah, Chinua Achebe, Buchi Emecheta, Ben Okri, Wole Soyinka, Ngugi wa Thiong'o, Tsitsi Dangarembga, Nadine Gordimer, and Bessie Head. Particular attention to themes of exile and imprisonment, political struggle before and after independence, the convergence of oral cultures and European languages, and the emergence of postcolonial and feminist discourses in contemporary Africa.
Meets multicultural requirement; meets Humanities I-A requirement.
J. Lemly
Prereq. soph, or permission of instructor; 2 meetings (75 minutes); 4 credits

254s Introduction to Postcolonial Theory
(See Critical Social Thought 254s)

265f Survey of Literature for Children and Young Adults
(Speaking- and writing-intensive course) This class provides a broad overview of literature for children and young adults. It will include historical and contemporary considerations, criticism, and representative works from major genres.
Does not meet a distribution requirement.
M. Lambert
Prereq. 8 credits in department beyond English 101, or permission of instructor; 1 meeting (3 hours); 4 credits
Note: *This course is a prerequisite for English 305, Writing Literature for Children, which will be offered in spring 2009.*

***274f Asian American Cultural Production: Racial Formation, Historiography, Genre**
Textual form, according to Fredric Jameson, bespeaks the historical situation. By considering case studies—Chinese labor exclusion, Japanese internment, Filipino colonization, and others—we will inquire whether this description holds true for Asian American cultural production. In engaging literary texts and other discursive forms—legal cases, ethnography, visual documents—we will query the relation of "Asian American" form to historical content. How do asymmetries in social terrain—exclusion, ghettoization, occupation, removal—function as limits for modes of narration? We will read *America Is in the Heart*, *No-No Boy*, *China Men*, *Dictée*, *Bone*, and *State of War*.
Meets Humanities I-A requirement
C. Hong
Prereq. soph, or permission of instructor; 2 meetings (75 minutes); 4 credits

280f Literary Criticism and Theory
(Writing-intensive course) This course is designed to offer students a broad historical overview of literary theory as well as exposure to contemporary debates about "theory" and literary representation. The course is both an exercise in practical criticism and a survey of the Western critical tradition from Plato to Derrida. Beginning with the question of why Plato wished to ban poets from his ideal Republic, the course will go on to consider such topics as the Classic vs. Romantic theories of the imagination, the "invention" of psychology and the necessary difficulty of much modern literature, the relation of gender and ethnicity to literary expression, and the uncertainties of literary interpretation.
Meets Humanities I-A requirement.
W. Quillian
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

283f Light Verse, Comic Verse
This is "light verse" in a broad sense; parodies, nonsense verse, children's verse, song lyrics. Students will be introduced to a broad range of poetic forms and the vocabulary of versification. Older readings to include Shakespeare, Pope's "Rape of the Lock," Byron's *Don Juan*, Lewis Carroll, Edward Lear. Twentieth-century readings to include: Eliot's "Old Possum's Book of Practical Cats," Auden's "Letter to Lord Byron," Robert Frost, Ogden Nash, Elizabeth Bishop. Song lyrics will extend from Campion and Dowland to W.S. Gilbert and some lyricists from Broadway and Tin Pan Alley: Cole Porter, Ira Gershwin, Stephen Sondheim.
Meets Humanities I-A requirement.
B. Leithauser
Prereq. soph, second-semester fy with permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

286f Sexuality and Women's Writing
(Same as Gender Studies 204f(01))
An examination of how U.S. women writers in the twentieth century represented lesbian, queer, and homoerotic possibilities in prose. Topics to include: literary strategies for encoding sexuality; thematic interdependencies between sexuality and race; historical contexts such as the "inversion" model of homosexuality and the Stonewall rebellion; theoretical issues such as the "heterosexual matrix," the "epistemology of the closet," and tensions between lesbian and queer models of sexuality. Authors studied may include Allison, Brown, Cather, Gomez, Larsen, McCullers, Moraga, Nestle, Pratt, Stein, and Woolson; theorists may include Butler, Lorde, Rich, and Sedgwick.
Meets Humanities I-A requirement.
E. Young
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

Advanced Literature Courses

Prerequisites for Advanced Courses

The stipulated prerequisites for course work at the 300 level in the major are junior and senior standing and 8 credits of completed work beyond English 101, including in most cases a specified course such as 200, 210, 240, or 250. A sophomore who has completed the specified 8 credits may enroll with prior permission of the instructor. Those who do not have the stipulated prerequisites but feel qualified for a course by interest or other training should consult the instructor about possible admission.

Seminars and Courses on Special Topics

The purpose of these courses is to provide a structure for the most advanced work a student undertakes in her study of English and American literature. Drawing on different periods and genres for readings, these courses aim for depth and specific focus and require of every student both original work and partial responsibility for leading class discussions.

The department is offering a variety of upper-level seminars and special topics courses in 2007–2008. Enrollment in all these seminars and courses is restricted (20 or fewer in tutorials and seminars; 35 or fewer in courses). Students seeking admission should pay particular attention to the

prerequisites; admission may have to be determined on the basis of year, with preference given to seniors.

310f Old Norse
An introduction to the language, literature, and mythology of medieval Scandinavia in a series of grammar lessons and readings from the *Prose Edda* of the Icelandic chieftain Snorri Sturluson (1178–1241). We will also learn the two Norse runic alphabets and read the earliest runic inscriptions from Denmark, Sweden, and Norway. Requirements: daily grammar review and translation in class; a final translation project.
Meets Humanities I-A requirement; meets English department pre-1700 requirement.
C. Davis
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

311s Chaucer: *Troilus and Criseyde*: Loving Criseyde, Losing Criseyde
This course will read Chaucer's great love story *Troilus and Criseyde*, an exploration of love, compulsion, and betrayal, within the multiple intellectual contexts that framed the narrative for a late medieval audience: close attention to issues of free will, women's agency, the story of Troy in medieval literature, love as obsession, chivalry and war, construction of medieval authorship. We will also explore Chaucer's poetic achievement in this poem long recognized as his masterwork.
Meets Humanities I-A requirement; meets English department pre-1700 requirement.
C. Collette
Prereq. soph, jr, sr, 8 credits in English or medieval studies; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

312f Shakespeare, the Theatre, and the Book
(Speaking-intensive course; same as Theatre Arts 350f(02)) In his own time, Shakespeare's writings had life both onstage and in print. This seminar invites students to locate the works we study in relation to the early modern theater and to the history of the book, especially the development of a reading audience for popular art. Readings include such works as *Romeo and Juliet*, the sonnets, *Troilus and Cressida*, and *King Lear*. We will also explore current critical debates about gender, sexuality, and literary genre. Substantial opportunity will be provided for independent work reflecting each student's own interests.
Meets Humanities I-A requirement; meets English department pre-1700 requirement.
P. Berek
Prereq. 8 credits in department beyond English 101 or permission of instructor, English 210 or 211 recommended; 1 meeting (3 hours); 4 credits; enrollment limited to 15

313s Milton
A study of Milton's major works, both in poetry and prose, with particular attention to *Paradise Lost.*
Meets Humanities I-A requirement; meets English department pre-1700 requirement.
E. Hill
Prereq. English 210 or permission of instructor; 3 meetings (50 minutes); 4 credits; enrollment limited to 20

323s Gender and Class in the Victorian Novel
(Same as Gender Studies 333s(07)) This course will investigate how representations of gender and class serve as a structuring principle in the development of the genre of the Victorian novel in Britain. We will devote significant attention to the construction of Victorian femininity and masculinity in relation to class identity, marriage as a sexual contract, and the gendering of labor. The texts chosen for this course also reveal how gender and class are constructed in relation to other axes of identity in the period, such as race, sexuality, and national character. Novelists will include Dickens, Eliot, Gaskell, C. Bronte, and Hardy. Supplementary readings in literary criticism and theory.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement.
A. Martin
Prereq. jr, sr, 8 credits in department including English 220, 230, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

324s Roads from Xanadu: Poetry and Prose of the Victorian Period
Readings of some majors writers from the second part of the nineteenth century. The

poetry of Tennyson; Elizabeth Barrett Browning; Robert Browning; Arnold; the Pre-Raphaelites and their heirs (Dante Gabriel Rossetti, Christina Rossetti, Morris, Swinburne); Wilde and the Aesthetes; Hopkins; Hardy. Central critical prose by Ruskin, Arnold, Pater, Wilde, and Wilde's *A Picture of Dorian Gray*.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement.
V. Ellis
Prereq. jr, sr, 8 credits in department beyond English 200, including at least one of 210, 230, 313, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

325f Victorian Literature and Visual Culture
This course will examine literary texts that represent new forms of visuality in nineteenth-century Britain as well as examples of visual culture that provide a framework for reading Victorian culture in innovative ways. We will study nineteenth-century photography—portraiture, prison photography, imperial photographs, and private and popular erotic images—as well as novels and autobiographical writing that engage with new photographic technology and its transformation of the ways in which Victorians understood identity, politics, aesthetics, and representation. The course will take a similar approach to painting, literary illustration, political cartoons and caricature, and advertising.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement; meets English department seminar requirement.
A. Martin
Prereq. English 220 or English 323 and at least 4 credits in art history or film studies, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 16

330f The Modern English Novel: Joyce, Lawrence, and Woolf
A study of the modernist movement in the first half of the twentieth century, with the focus on the fiction of James Joyce, D.H. Lawrence, and Virginia Woolf. Readings will include *A Portrait of the Artist as a Young Man*, *Ulysses*, *Sons and Lovers*, *Women in Love*, *Mrs. Dalloway*, *To the Lighthouse*.
Meets Humanities I-A requirement.
W. Quillian
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

334s Queer Kinship in Asian North American Literature, Film, and Video
(Same as Film Studies 370s(09)) This course examines alternative kinship formations in Asian North American cultural production. It will focus on the gender and sexual management of racial bodies since the nineteenth century—from the U.S. Page Law of 1875 that restricted Chinese women on the basis of their presumed sexual immorality to various forms of "racial castration" that mediate Asian masculinities. We will consider how alternative kinship arrangements and queer cultural projects expose and/or upset the narrative assumptions embedded in heteronormative scripts of nationalism.
Meets multicultural requirement; meets Humanities I-A requirement; meets English department seminar requirement.
I. Day
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

337s The Political Imagination in Contemporary South Africa
This seminar examines the variety of literary and cultural expression in South Africa since the 1970s, focusing on the relations between art and political struggle. Among the topics to be discussed are the imagination of history in South African literature; the emergence of the Black Consciousness movement (and its legacies); the role of theater and poetry in the anti-apartheid movements; and the responses of the Truth and Reconciliation Commission. Among the authors to be studied are Gordimer, Coeztee, Fugard, Ndebele, Wicomb, Tlali, and Mda, along with a

number of contemporary poets, playwrights, and filmmakers.
Meets Humanities I-A requirement; meets English department seminar requirement.
D. Weber
Prereq. jr, sr, 8 credits at the 300 level in English, history, politics, or related fields; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***338s In the Law's Shadow: The Visual Archive of America at War**
This course isolates three sets of events—Hiroshima/Japanese American internment, Vietnam, and 9/11/Iraq/Guantanamo—as a foundation for our look at the visual archive of the U.S. as superpower at war. Given that the camera image has emerged as a privileged narrative mode for U.S. wartime conflict, we will consider the restraints (from state repression to codes of "taste") determining what can and cannot be seen. We will examine shadowy sites associated with the suspension of law and fundamental rights, spaces such as Tule Lake, My Lai, and Abu Ghraib, and consider how the war photograph functions as a mediated yet equivocal exposure of the logic used to justify U.S. intervention.
Meets Humanities I-A requirement; meets English department seminar requirement
C. Hong
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

344s Projects in Critical Thought
This course will explore the work of a range of the most important cultural theorists of the last 50 years and consider what they can contribute to the analysis of all forms of cultural works, both past and present. We will be particularly interested in writers who attempt to construct models that seek to explain everything, who in their intellectual projects try to think the totality. This semester we will be focusing on Western Marxism, particularly in relation to cultural theory.
Meets Humanities I-A requirement; meets English department seminar requirement.
N. Alderman
Prereq. jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

345f Studies in American Literature:

345f(01) Henry James on Film
This seminar will examine the various screen adaptations of assorted novels by Henry James. We will read the novels against the films, exploring how James's texts translate—or do not translate—into film. Novels and films to be studied include *Washington Square*, *The Europeans*, *Portrait of a Lady*, *The Turn of the Screw*, and *Wings of the Dove*.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement; meets English department seminar requirement.
D. Weber
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

345f(02) Faulkner and Modern Southern Writing
Studies of works, principally novels and short stories, by Southern writers from the late 1920s on. Main emphasis is on Faulkner; others to be read may include Tate, Welty, Toomer, O'Connor, Percy, and Martin.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement; meets English department seminar requirement.
R. Shaw
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

346f Hawthorne/Melville/Dickinson
This seminar will consider tensions between intelligibility/unintelligibility, orientation/disorientation, allegory/literalism, and embodiment/disembodiment, in considering how such forces shape the literary enterprises and experiments of our three authors. Readings will include familiar and less familiar Dickinson texts. Works by Hawthorne and Melville will include *Mosses from an Old Manse*, *The Blithedale Romance*, and Melville's extraordinarily strange and

under-read novel, *Pierre*. Weekly one-page analysis papers and a final seminar essay.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement and seminar requirement.
M. Snediker
Prereq. 8 credits in department beyond English 101 including 240 or 241, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

348s Prison Writing
(Same as American Studies 301) Some are castigated as rule breakers. Structures are built to cage them. In these realms, men and women are cordoned off, categorized, and held separately in their transgressions. What stories emerge from the prisoners' mouths? Do those stories challenge the deep architecture of the prisons themselves? In this seminar we will look at media, legal, and historical representations of prisoners, and especially writing by prisoners themselves. Authors will include Jimmy Santiago Baca, Patricia McConnel, Jarvis Jay Masters, Angela Davis, and Michel Foucault.
Meets multicultural requirement; meets Humanities I-A requirement.
S. Davis
Prereq. jr and sr only, except by permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

349s Globalization and Culture
This class will probe the global conflicts exploding around us to find the material forces hidden there. We will briefly study market cultures from time out of mind to recover how Greek and Renaissance literature reconciled "civilization" with the ancient powers that precede it and remain occulted within it. Topics will include neoliberalism and neoconservatism; terrorism, counter-terrorism, and torture; and, inevitably, the U.S. in the Middle East. Fiction by Coetzee, Ondaatje, Rushdie, Devi, and Subcomandante Marcos; documentary film on the Caribbean and Chiapas as well as the backrooms of U.S. foreign enterprise; theory by Klare, E. Ahmed, Khalidi, Mamdani, and Chomsky, among others.
Meets Humanities I-A requirement; meets English department seminar requirement.
S. Ahmed
Prereq. jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

353f Readings in Literary Biography
Biography is both a literary genre and a mode of literary scholarship. This course will explore some varieties of the biographical impulse in both fiction and nonfiction. We will begin with eighteenth-century British models: Samuel Johnson's *Lives of the English Poets* and James Boswell's *Life of Johnson.* Then we will turn to ideas of biography and literary portraiture in the work of Henry James and Gertrude Stein. We will explore the shift associated with the advent of Freud and the Bloomsbury innovations of Lytton Strachey and Virginia Woolf, and close with attention to recent experiments in biography by writers such as Janet Malcolm, Rachel Cohen, and Richard Holmes.
Meets Humanities I-A requirement; meets English department seminar requirement.
C. Benfey
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

354s Gender Theory and Visual Culture
(Writing-intensive course; same as Gender Studies 333s(02) and Film Studies 390s(03)) This course will examine the intersection of gender with a variety of visual forms, particularly film, photography, and painting. Topics to be explored include: theories and definitions of visual culture; relations between feminist film theory and feminist approaches to other media; questions of authorship and reception; intersections between race and gender; continuities and tensions between feminist and queer approaches. While secondary materials will involve extensive readings in cultural theory, primary materials will be taken largely from twentieth-century U.S. culture.
Meets Humanities I-A requirement; meets English department seminar requirement.
E. Young
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

355s Queer Henry James
This seminar will engage the challenging, intellectually adventurous work of Henry James as it intersects with and articulates diverse forms of queerness. We shall investigate Jamesian desire as embedded in questions of precocity and knowingness, passivity and patience, stylishness and estrangement. Novels will include *Roderick Hudson*, *The Bostonians*, and *What Maisie Knew*. Shorter fiction will include "The Author of Beltraffio" and "The Beast in the Jungle."
Meets Humanities I-A requirement; meets English department seminar requirement.
M. Snediker
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

360s Readings in Contemporary Fiction
A study of post-World War II traditional and experimental fictions. The reading list will be regularly revised but will be selected from the work of novelists such as John Fowles, Graham Swift, Joan Didion, John Berger, Nadine Gordimer, Peter Carey, Salman Rushdie, Arundhati Roy, David Mitchell, and Margaret Atwood.
Meets Humanities I-A requirement.
W. Quillian
Prereq. jr, sr, 8 credits in department beyond English 101, including English 200 or English 280, or permission of instructor, previous courses in the novel highly recommended; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

364f Cultural Studies: Theories and Practices
In this course we will read some of the central texts emerging from the field of cultural studies. In their research projects, students will have the opportunity to put into practice both ethnographic and semiotic approaches to cultural phenomena. Assigned readings will include work by Raymond Williams, Constance Penley on *Star Trek* fanzines, Kathy Acker on bodybuilding, Anna Deavere Smith, Roland Barthes, and Stuart Hall. Can we "read" the world like a text? Why should we? What changes when we open up our field of inquiry in this way?
Meets Humanities I-A requirement; meets English department seminar requirement;
S. Davis
Prereq. jr, sr, 8 credits in department beyond English 101; 1 meeting (3 hours); 4 credits

373f Nature and Gender: "A Landscape of One's Own"
(Same as Gender Studies 333f(03)) This seminar will focus on how women writers in the nineteenth and early twentieth centuries told their life stories in the context of the islands, prairies, forests, and deserts of the United States. Readings will include works by such writers as Thaxter, Freeman, Jewett, Stewart, Zitkala-Sa, Austin, Cather, and Hurston; genre will include autobiographical essays, narratives, biography, fiction, and poetry. Some visual works (paintings, photographs, film) may also be added to the list of texts.
Meets Humanities I-A requirement; meets English department 1700-1900 requirement; meets English department seminar requirement.
L. Glasser
Prereq. jr, sr, 8 credits from the department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

375f The Conceptual Black Body in Twentieth-Century and Contemporary Visual Culture
We will explore the black body through the visual artists Ellen Gallagher, Kara Walker, William Pope, and Adrian Piper as well as pop icons Michael Jackson, Missy Elliot, and Jay Z. How does their work complicate representations of blackness through painting, video, text, music, and performance, whether through the black body's realness, abstraction, opulence, or annihilation? Using theoretical discussions by Michele Wallace, Roland Barthes, Tricia Rose, Homi Bhabha, Fred Moten, and others, students will write several very short creative and critical pieces, each one becoming part of a larger, cohesive final project.

Meets multicultural requirement; meets Humanities I-A requirement; meets English department seminar requirement.
R. Wilson
Prereq. jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

379s Suzan-Lori Parks, Revolutionary Playwright
(Same as Theatre Arts 350s(02)) This seminar examines the plays and other writings of Suzan-Lori Parks, from her "juvenilia" at Mount Holyoke ('85) to her epic *365 Days/365 Plays*, focusing on *The Death of the Last Black Man in the Whole Entire World*, *The America Play*, *Venus*, *In the Blood*, *Topdog/Underdog*, the novel *Getting Mother's Body*, and biographical and critical sources. Particular attention is paid to the eclectic influences upon her work (Hawthorne, Lincoln, Faulkner, Brecht, Beckett, Baldwin, A. Kennedy, Shange, A. Wilson) and to her performance practices and collaborators. Before the course, students should see productions of her work, particularly *365 Plays* (*www.365days365plays.com*).
Meets multicultural requirement; meets Humanities I-A requirement; meets English and Theatre Arts department seminar requirements.
J. Lemly
Prereq. jr, sr, 8 credits in English, theatre, or African American studies beyond the 100-level, and permission of instructor; 1 meeting (3 hours); occasional screenings/live performances; 4 credits; enrollment limited to 15

381s Asian North American Critical Genealogies
This seminar examines the distinct critical genealogies within Asian Canadian and Asian American literary and cultural studies over the last three decades, probing their evolving objectives and their intellectual futures. Throughout the course, we will examine the major shifts and intersections in these fields, focusing in particular on: androcentric cultural nationalism; feminist and queer interventions; historical materialist, psychoanalytic, postcolonial, and deconstructive theoretical approaches; and domestic and transnational critical formations.
Meets Humanities I-A requirement; meets English department seminar requirement.
I. Day
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

382f Topics in Postcolonial Studies: Literary and Global Form
This course will juxtapose Enlightenment philosophy—the first attempt to think of the globe as a single and unified entity, occupying common time and shared space—with postcolonial attempts, both literary and theoretical, to capture the globe's inescapable interconnectedness and its irreducible heterogeneity. The course will offer a selective but wide survey of postcolonial theory and literature on the latter topic, including authors such as Harvey, Spivak, Said, Rushdie, Selvadurai, and Ghosh.
Meets Humanities I-A requirement.
S. Ahmed
Prereq. jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits

Independent Study

Students with special interests they wish to pursue, and who can demonstrate both sufficient preparation and a capacity to work productively on their own, may apply for independent study, either English 295 or English 395. Note: Neither English 295 nor English 395 count toward course requirements for the major.

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

Juniors and seniors who have devised projects in literary criticism and scholarship, or in creative writing and journalism, and who can demonstrate strong preparation and ability in the chosen area, may take 395 for 4 credits. Students should discuss their ideas for projects with appropriate faculty members in the department with whom they would like to work. In most cases, students should seek out faculty with whom they have already taken one or more courses. A sample

paper and a two-page proposal must be submitted along with a registration form listing the possible advisor to the English department during the advising period prior to the semester in which the project is to be undertaken. (Students studying abroad may handle this via email.) While the department will try to find advisors for students who have not already reached an agreement with a potential advisor, there is no guarantee a student will be allowed to undertake an independent project. Again, preference will be given to students who can demonstrate thorough preparation for their proposed project, normally through successful completion of course work at the 300 level.

Seniors who have shown promise in a semester of 395, and who meet the College requirement of a 3.00 grade point average, may, with the approval of the director of the project, continue the independent work for an additional 4 credits, with a view toward writing a thesis to be submitted for honors. Application forms for English 295 or 395 are available in the English department office and, again, must be filled out (usually in consultation with the student's major advisor) and returned to the department during preregistration.

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, and permission of department; 1 to 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, and permission of department; 1 to 8 credits

Environmental Studies

Because of the interdisciplinary nature of the major, curricular recommendations are provided by the Environmental Studies Advisory Committee: Professors Amy (politics), Browne (chemistry), Christiansen (economics), Dunn (geology), Kebbede (geography), Rachootin (biological sciences), Savoy (environmental studies, on leave 2007–2008), Schwartz (history), Werner (geology; on leave 2007–2008); Associate Professors Bergmann (art), Bubier (environmental studies), Millette (geography; on leave 2007–2008); Assistant Professor Hoopes (biology, on leave 2007–2008); Visiting Assistant Professor Di Chiro.

Contact Persons

Jill Bubier, *chair*

The study of environmental problems is inherently interdisciplinary. One cannot understand their origin, impact, or potential solutions without analyzing the behavior of natural systems, as well as their interaction with economic, political, and cultural factors. The environmental studies major provides students with an appreciation of the interdisciplinary nature of environmental issues and includes courses from the humanities, natural sciences, and social sciences. The program is concerned with the interactions between people and their environment, the effects the environment has on people, and the impact of human activities on the environment.

We encourage students considering graduate work or professional employment in environmental sciences to take as many courses as possible in the cognate sciences (chemistry, biology, geology, and physics) and mathematics (through calculus).

Requirements for the Major

Credits

- A minimum of 44 credits, including an area of concentration

Courses

- Environmental Studies 100, Introduction to Environmental Studies
- Five courses (20 credits) at the 200 level in different disciplines, selected from the approved list of courses. Two courses (8 credits) must be from the natural sciences and three courses (12 credits) must be from the humanities and social sciences.
- Five courses (20 credits) at the 300 level:
    - Environmental Studies 390, Senior Seminar in Environmental Studies
    - At least three additional courses (12 credits) at the 300 level in the area of concentration. Independent study may be substituted for one of the required advanced level courses, but may not substitute for Environmental Studies 390.
    - One course (4 credits), at the 300 level, which must be in a division different from the concentration.
- In addition to the 44 credits required for the major, students must take one course in statistics: Economics 220, *or* Statistics 140 or 240, *or* Biology 334, *or* Psychology 201. These credits are not counted in the major, although required for the major.

Other

- Concentration within the major can be disciplinary, regional, or topical (see details below).

Environmental studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement.

Upon completing the major, the student should have a solid working knowledge of those areas in the humanities, social sciences, and natural sciences that are related broadly to contemporary environmental issues. The prerequisites and intermediate courses provide necessary breadth and foundation. The advanced courses afford the opportunity to concentrate on a detailed exploration of a particular environmental topic.

Selecting Initial Courses

Students interested in environmental issues should register for Introduction to Environmental Studies (Environmental Studies 100) during their first year. This course is a prerequisite for both the major and the minor in environmental studies and provides a broad overview of the field. It also gives students a good sense of how to continue their studies in the environmental field. Other courses that are very useful for first-year students who want to learn more about the environment include introductory biology, chemistry, and geology (Biology 151, Chemistry 101, and Geology 100, 102, 103, or 104), World Regional Geography (Geography 105), and Environmental Geology (Geology 101).

All students must take a course in statistics—either Statistics 140 or 240, *or* Psychology 201, *or* Economics 220, *or* Biology 334. These credits are not counted in the major, although required for the major.

Intermediate Courses

Twenty credits (five courses) at the 200 level are required, of which 8 credits (two courses) must be from the natural sciences (one course must be Environmental Studies 200 or Biology 223, Ecology, or Geology 203, Surface Processes). Twelve credits (three courses) must be in different disciplines from the humanities and social sciences (one social science course must be either Politics 266, Environmental Politics, or Economics 203, Environmental Economics. At least one of these three courses must be an approved humanities course. These courses should be chosen from the list of courses approved by the Environmental Studies Advisory Committee (see list below). This list of courses is also available at the department office or from any member of the advisory committee. Other courses may be counted toward this requirement with the approval of environmental studies committee member Girma Kebbede.

Advanced Courses

Environmental studies majors must take five 300-level courses; one *must* be Environmental Studies 390, Senior Seminar, three 300-level courses within the concentration (see below), and one 300-level course outside the concentration. Thus, if a student's concentration is in the social sciences or humanities, a course in the natural sciences is required. Independent study (Environmental Studies 395) may be substituted for one of the required advanced courses.

Areas of Concentration

Environmental studies majors must choose an area of concentration around which to organize their advanced course work. This concentration may be disciplinary (for example, environmental geology or environmental politics); regional (focusing on environmental issues in geographic regions such as Africa or Latin America); or topical (such as biodiversity or global change). Students write a statement articulating the rationale for their concentration by advising period of the second semester of their sophomore year. The concentration must be approved by the student's advisor and the Environmental Studies Advisory Committee.

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Environmental Studies 100, Introduction to Environmental Studies
- A minimum of 16 credits above the 100 level, including one course (4 credits) at the 300 level. Of these, 8 credits should be from the natural sciences and 8 from the social sciences and/or humanities.

These courses should be chosen from the list of approved courses (see below), which is available at the department office or from any member of the Environmental Studies Advisory Committee. Other courses may be counted toward the minor with the approval of environmental studies committee member Girma Kebbede.

Course Offerings

100fs Introduction to Environmental Studies
This course uses films, discussions, and field trips to introduce students to the complexity of selected environmental problems, attempts to foster an understanding of their origins, and discusses potential solutions. In addition, it introduces basic ecological principles, economic, political, and cultural concepts, and their importance to understanding and solving environmental problems.
Does not meet a distribution requirement.
The department
2 meetings (75 minutes); 4 credits

200f Environmental Science
(Community-based learning course) Most of our society's environmental problems are complex and interdisciplinary in nature. Environmental science is a course designed to teach integrative thinking, the "scientific method," and problem solving. Lectures will be drawn from a variety of scientific fields including ecology, hydrology, chemistry, geology, and biology with an emphasis on ecosystems and biogeochemical cycles. The course will use case studies of regional environmental problems, practical hands-on problem solving, and landscape analysis. Training in field and laboratory techniques is an integral part of the course.
Meets Science and Math II-B requirement.
J. Bubier
Prereq. Environmental Studies 100 or Environmental Geology 101, one course in statistics recommended; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 24; enrollment priority given to environmental studies majors.

***209s Women and the Environment**
(Same as Geology 209 and Gender Studies 212) Examines the complex factors that shape different women's interactions with and on behalf of the environments and communities in which they live. Drawing on diverse cultural, national, and disciplinary backgrounds, this course explores women's theories and practices regarding: ideas of nature, ecofeminism, children's health and welfare, resource and land-based systems, human rights and social justice, wildlife preservation and animal rights, toxins and environmental health, sustainable development, and global environmental change.
Does not meet a distribution requirement.
2 meetings (75 minutes); 4 credits; enrollment limited to 20

***256f Interpreting Nature: Environmental Thinking in Europe from the Seventeenth Century to the Present**
(See History 256f)

***257s The International Protection of the Environment**
(See International Relations 256s and Politics 256s)

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, and permission of instructor; 1 to 4 credits

***301s Colloquium: Food and Famine in African History**
(See History 301)

321s 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.

Spring 2008

321(01) International Water Issues and Policies
Water scarcity now poses serious constraints on food security, ecological health, and regional peace and stability in many parts of the world. This course examines the history of water development, the signs and consequences of water scarcity today, and the emerging politics of water. Case studies (e.g., the Everglades, Middle East rivers) provide an opportunity to grapple with real-world problems. A key focus is the interplay between technologies, policies, institutions, and law in confronting water challenges.
Does not meet a distribution requirement.
S. Postel

Prereq. department major or minor or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 18

321s(02) Environmental Justice: Theory and Practice
Examines the historical, theoretical, and political foundations of environmental justice. Drawing connections between the exploitation of the environment and broader social dynamics of inequality, environmental justice links concerns with ecological degradation and sustainability with issues such as civil rights and socioeconomic inequalities. Uses interdisciplinary approaches from geography, anthropology, history, and political economy to explore diverse environmental justice struggles in both U.S. and international contexts. Examines interconnections between environmental justice theory and practice in contemporary issues focusing on health, livelihood, and community sustainability.
Meets Social Sciences III-A requirement.
G. DiChiro
Prereq. jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

321s(03) Race, Gender, and Environment
(Same as Gender Studies 333(02)) An investigation into the sociocultural histories, definitions, and causes of environmental problems. Explores how race, gender, and class are embedded in social, scientific, and political formations, including perceptions of "environment." Using multiple theoretical traditions the course examines ways that different cultures and societies confront questions of identity, power, and knowledge in their ideas and actions to protect the environment. Draws on contemporary scholarship and social activism from national and international contexts, and addresses environmental topics including ideas/theories of nature, feminist environmentalism, environmental justice, and sustainable development.
Does not meet a distribution requirement.
G. DiChiro
Prereq. jr, sr or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***325s Photography and Landscape: Earth as Visual Text**
Our understanding of the world around us is deeply influenced by the visual images created in response to human experience of nature. This course explores photography as a way of seeing and interpreting landscape and environment through time. Projects allow students to examine visual elements of landscape, develop photographic techniques, and create photo narratives of their own. Using readings, observations, and photographs we consider how cultural and environmental issues and insights are communicated through photographic media. Basic understanding of photography and access to a camera are required.
Does not meet a distribution requirement.
L. Savoy
Prereq. Art Studio 200 or permission of instructor; 4 credits; enrollment limited to 15

344s Biogeochemistry of Northern Ecosystems
(Speaking- and writing-intensive course; same as Biological Sciences 344s) Global climate models and recent evidence show that ecosystems in the northern latitudes are extremely sensitive to climate change. This interdisciplinary science course examines boreal, subarctic, and arctic ecosystems through the study of nutrient cycling, plant ecology, hydrology, soil processes, and biosphere-atmosphere interactions. Topics include fundamentals of biogeochemical elements such as carbon and nitrogen at scales from the microscopic to global, sensitivity, feedbacks to climate change, and disturbance processes such as fire and permafrost degradation.
Does not satisfy a distribution requirement.
J. Bubier
Prereq. at least 8 credits of 200-level science and permission of the instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

390f Senior Seminar in Environmental Studies
(Community-based learning course) This is the capstone course of the environmental studies major. The course explores linkages among the diversity of disciplines that contribute to the environmental studies major, illustrates how these disciplines that

contribute to the environmental studies major are used in environmental decision making, enables students to inform one another's roles as environmentalists, and provides students with opportunities to develop individual and cooperative projects. See the course catalogue supplement for topics, which change from year to year.
Does not meet a distribution requirement.
G. DiChiro
Prereq. major; 4 credits

395fs Independent Study
Does not satisfy a distribution requirement.
The department
Prereq. jr, sr, and permission of instructor;
1 to 8 credits

Courses Offered in Other Departments

With the exception of Environmental Studies 100, 200, 267, 295, 321, 325, 344, 390, and 395, all courses for the major and minor in environmental studies are offered by other departments. A list of courses approved for both the major and minor in environmental studies appears below. It is also available at the Department of Earth and Environment or from any member of the Environmental Studies Advisory Committee. Appropriate courses taken at Amherst, Hampshire, or Smith colleges or the University of Massachusetts may be counted toward the major or minor with the approval of environmental studies committee member Girma Kebbede.

Courses taken at other colleges or universities, or through accredited field studies around the world, may also be counted toward the major or minor with the approval of environmental studies committee member Girma Kebbede.

Core Intermediate Courses

All students must take *two* courses from Group A and *three* courses from Group B. In Group A, one of the courses must be Environmental Studies 200, Environmental Science, or Biology 223, Ecology, or Geology 203, Surface Processes. In Group B, one of the courses must be Economics 203, Environmental Economics, or Politics 266, Environmental Politics in America. One of the three Group B courses must be a humanities course.

Group A

At least one of these three courses is required:
- Environmental Studies 200, Environmental Science *or*
- Biology 223, Ecology *or*
- Geology 203, Surface Processes

The second course may be one of the above or one of the following:
- Geography 205, Mapping and Spatial Analysis
- Geography/Geology 225, Evolution of North American Landscapes
- Geology 215, Earth Systems Science
- Geology 226, Ocean Environments
- Geology 240, Geological Resources and the Environment

Other courses may be counted toward this requirement with the approval of environmental studies committee member Girma Kebbede.

Group B

One of the following is required:
- Economics 203, Environmental Economics *or*
- Politics 266, Environmental Politics in America

Students may take both of the above courses and a course from the following list. *Remember*, you must take at least one humanities course to fulfill the Group B requirement.

And two of the following:
- Art History 290(01), Representing Environment
- English/Environmental Studies 267, Reading and Writing in the World
- Geography 204, Human Dimensions of Environmental Change
- Geography 209, Women and the Environment
- Geography 227, Indigenous Peoples of North America

- History 256, Interpreting Nature: Environmental Thinking in Europe from the Seventh Century to the Present
- History 283(02), Mapping the Memorable: A Cultural and Environmental History of the Mount Holyoke College Campus
- History 284, History, Ecology, and Landscape
- Philosophy 240, Nature/Culture/Values
- Politics 256, International Protection of the Environment
- Russian Studies 242, Oil and Water Don't Mix: Geopolitics, Energy, and the Environment

Other courses may be taken with approval of environmental studies committee member Girma Kebbede.

Advanced Courses (300 Level)

Environmental studies majors must take five 300-level courses. All environmental studies majors must declare a concentration, normally at the end of the sophomore year, and submit a concentration statement by advising period, second semester of the sophomore year. This concentration may be (a) disciplinary (e.g., environmental geology, environmental politics); (b) regional (e.g., environmental issues in Africa); or (c) topical (e.g., global warming, biodiversity). Students must take at least three courses at the 300 level that constitute their concentration, one 300-level course in a division different from their concentration, and Environmental Studies 390f, Senior Seminar in Environmental Studies. Environmental Studies 395, Independent Study, may be substituted for one of the required 300-level courses in the concentration. The concentration must be approved by the student's advisor and the Environmental Studies Advisory Committee. Note that many advanced courses will have additional prerequisites that may not count toward core course credit to an environmental studies major.

Examples of advanced environmental studies courses include *(but are not limited to):*

Biological Science
321(01) Comparative Biomechanics
331 Advanced Ecology
334 Biostatistics

Chemistry
306 Methods of Measurement

English
301 Science Writing: The Environment
373 Nature and Gender

Environmental Studies
321 Seminars
325 Photography and Landscape: Earth as Visual Text
344 Biogeochemistry of Northern Ecosystems
390 Senior Seminar (required)
395 Independent Study

Geography
304 Planning and the Environment
307 Remote Sensing
311 Seminars
312 Seminars
317 Perspectives on American Environmental History (same as Geology 317)
319 Africa: Problems and Prospects

Geology
326 Global Change

History
301(01) Food and Famine in African History
355 Contest of Cultures: Amerindians and Europeans in North America, 1500–1800
361 Environmental History: Nature and Industrialization in Britain, 1780–1914 (same as Environmental Studies 361)

Latin American Studies
387 U.S./Mexico Borders
389 Agrarian America

Politics
345 Memories of Overdevelopment
346 Seminar on Public Policy

European Studies

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

Contact Persons

Dawn Larder, *senior administrative assistant*
Stephen Jones, *chair*

Europe is rapidly becoming America's main competitor for world leadership as it reinvents democratic, political, and economic life. Its rich and complex cultures are rapidly evolving into a new type of international society with innovative legislative, juridical, and executive structures. Europe's new unity and distinctiveness rest upon its historic intellectual, artistic, and religious heritages and upon the dynamism of the continuing integration of those heritages with each other and with those of immigrants from around the globe.

The European studies major and minor offer students the opportunity to develop a critical, focused understanding of European topics through interdisciplinary study. The major is useful for students who wish to pursue the study of European developments in their own right, and for students wishing to integrate work in art, literature, music, theatre, or other disciplines with studies in history and the social sciences. The major requires a specialization, competence at the 300 level in a European language other than English, and interdisciplinary course work concerning Europe both East and West, modern and premodern. The minor is structured in a related fashion. Students should consult the list posted on the European studies Web site for a sample of courses that count toward European studies.

Requirements for the Major

Credits

- A minimum of 40 credits
- At least 20 credits at the 300 level in at least two disciplines

Courses

The following courses are required:

- History 151, Modern and Contemporary European Civilization
- European Studies 316

Other

In addition to European Studies 316 and History 151, the following requirements must be met.

- Two courses must have substantial content in European literature, film, or culture, at least one of which is taught in a European language other than English at the 300 level.
- One course must have substantial content in European thought, history, or social science.
- One course must have substantial content in Eastern Europe and/or in Europe beyond the European Union's borders (e.g., Ukraine, Russia, Moldova, Turkey).
- One course must have substantial content on Europe before 1800.

At least four courses that constitute a specialization within the major should be at the 200 level or above. A specialization can be disciplinary, regional, topical, or historical. The specialization must be approved by the student's advisor.

European studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

Requirements for the Minor

Credits

- A minimum of 20 credits
- At least 8 credits at the 300 level

Courses

The following courses are required.

- History 151, Modern and Contemporary European Civilization
- European Studies 316
- One course with substantial content in European culture taught in a European language
- One course with substantial content in European thought, history, or social science

Other

- Each student is expected to exceed the minimum foreign language requirement set by the College, in a modern language of Europe.
- Students are strongly encouraged to spend one or two semesters of study abroad and to undertake a senior independent project.
- Students interested mainly in medieval Europe might want to take a major in Medieval studies.

Course Offerings

295fs Independent Study
Does not meet a distribution requirement.
The department
1 to 4 credits

316s European Studies Seminar

Spring 2008: Foreigners Within, Foreigners Without: Europe and Its New Neighbors
(Same as Russian and Eurasian Studies 316) The enlargement of the European Union (EU) to Central and Eastern European countries has generated new neighbors to the east and south—the Western Newly Independent States (WNIS) of Russia, Belarus, Moldova, and Ukraine, and Southern Mediterranean countries (SMCs) Egypt, Libya, and Tunisia. Europe's new neighbors make up 410 million inhabitants, but their GDP capita is barely one tenth of the European Union's. This has brought problems for the EU, including migration pressures, human trafficking, and refugees. How is the EU dealing with these issues and how will relations with the new neighbors affect the domestic and foreign policies of the EU?
Does not meet a distribution requirement.
S. Jones
Prereq. jr, sr, or permission of instructor, at least one course at the 200 or 300 level relevant to European studies; 1 meeting (3 hours); 4 credits

**Reality and Poetry: Anthropology, Linguistics, and the Modern Imagination*
(Writing-intensive course; same as Anthropology 316) From the early 1900s to the late 1960s, from the Futurists to the Surrealists and Abstract Expressionists, from Moscow to Prague or Paris, via the Amazon rainforest and Mexico to New York City (even South Hadley) and back, this seminar will retrace the development and influence of linguistics and anthropology in the context of modern art and social thought.
Does not meet a distribution requirement.
A. Lass
Prereq. jr, sr, or permission of instructor, at least one course at the 200 or 300 level relevant to European studies; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Europe and the Euro*
During the past few years, the European Union has adopted the euro as their new currency, welcomed ten new members into its fold, and agreed on a constitution. These historic events will be our starting point for exploring broader questions concerning the future of European diversity and integration. Will the new Europe develop its own identity while sustaining and fostering national and regional identities? What will become of European diversity in political and legal traditions, culture, technology, and other institutions? We will examine and evaluate these issues in their historical, cultural, economic, and political context, both from an internal and an external perspective.
Does not meet a distribution requirement.
J. Christiansen

Prereq. at least one course at the 200 or 300 level relevant to European studies or permission of the instructor; 1 meeting (3 hours); 4 credits
Note: *Mr. Christiansen will be teaching in collaboration with other members of the European studies program.*

***375f Sex and the City: Gender-Power Relations in Early Modern Europe**
(See Romance Languages and Literatures 375(01))

395fs Independent Study
Does not meet a distribution requirement. The department
1 to 8 credits

Courses Offered in Other Departments

Apart from the required courses (European Studies 316 and History 151), there are many courses offered on campus that could be included in the European studies major. The courses listed below are a small sample of courses offered in English. Courses in a foreign language are listed in the language and area studies departments.

Anthropology
205 Cultures of Europe

Art History
241 Nineteenth-Century Art
302 Great Cities: Paris

History
120 Ancient Greece and Rome
365 Minority Rights/Europe

Classics
211 Gods and Mortals
231 The City of Athens

English
220 British Literature and Culture since 1600
330 Joyce/Lawrence/Woolf

French
120 Sex and the City

German Studies
100 Memories of War and Atrocity in Germany and Japan

Italian
210 Dante and the Middle Ages

Music
281 History of Western Music I

Politics
106 Comparative Politics
300 The New Democracies

Religion
206 Early Christianity in Conflict

Russian and Eurasian Studies
210 The Literature of Nineteenth-Century Russia
240 Russian Politics

Spanish
361 From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American New Cinemas

In addition, there are numerous courses offered by other departments and programs in the Five Colleges that students are encouraged to explore.

Film Studies

The Five College Film Studies major and the minor in film studies are administered by the Film Studies Steering Committee: Professors Staiti (art), Wartenberg (philosophy); Associate Professors Blaetz (film studies, *chair*), Sinha (art), Young (English); Assistant Professors Crumbaugh (Spanish), Gundermann (Spanish); Visiting Artist Perlin (Five Colleges).

Contact Persons

Bridget Barrett, *secretary*
Rose Ryan, *senior administrative assistant*
Robin Blaetz, *chair*

Film studies at Mount Holyoke introduces students to the academic study of film from a variety of critical and disciplinary perspectives. Courses combine cultural, historical, formal, and theoretical analyses of films from a range of world cinematic traditions. In addition, some possibilities for the study of film/video production are available to students at the College and at the other Five College institutions.

Requirements for the Five College Film Studies Major

The major is comprised of ten courses (40 credits), one of which may be a component course (a course that is at least one-third film intensive). Of these ten courses, at least two (but no more than five) must be taken outside the College.

Courses

1. One introduction to film course (normally taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately 50 years of international film history)
3. One film theory course
4. One film genre or authorship course
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video, or digital production course, but no more than two such courses may be used toward the major.
9. Two electives from any of the above categories

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental), and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements.

Other

- A thesis is optional.

Requirements for the Minor

Credits

- A minimum of 16 credits above the 100 level

Courses

- Film Studies 201, Introduction to Film *or* Film Studies 202, Talking Pictures: An Introduction to Film
- Three courses (12 credits) at either the 200 or 300 level. The three courses beyond the introductory course should be core courses, but one may be a component course (a course that is at least one-third film intensive and marked as such in the course catalogue) if necessary.

Course Offerings

***101f Film and History: The Remake**
(Writing-intensive course; first-year seminar) How do films about historical figures and events differ from written versions? Why do Hollywood and the world's film industries continually reimagine the events of the past (there have been over 40 films made about Joan of Arc alone), and what do audiences enjoy in these films? Through readings, discussion, and film screenings we will

examine the relationship between cinema and history.
Meets Humanities I-A requirement.
R. Blaetz
Prereq. fy or permission of instructor;
2 meetings (75 minutes), 1 screening; 4 credits; enrollment limited to 15

201s Introduction to Film
This course teaches the basic concepts and critical skills involved in interpreting film. Through lecture, reading, discussion, and screening of films both in and outside of class, the student will become a more informed and sophisticated observer of the cinema. During the first half of the semester, the class will study form and style in narrative film as well as in nonnarrative practices such as avant-garde and documentary filmmaking. For the remainder of the course, the class will examine some of the major critical approaches in the field.
Meets Humanities I-A requirement.
R. Blaetz
2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits; enrollment limited to 40

202s Talking Pictures: An Introduction to Film
(Same as Art History 202) Some of the best feature-length films of the past century have commanded our attention because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: *Broken Blossoms, Battleship Potemkin, Citizen Kane, Contempt, The Bicycle Thief, Ugetsu, Rear Window, Woman in the Dunes, The Marriage of Maria Braun, Days of Heaven*, and *Moulin Rouge.*
Meets Humanities I-A requirement.
P. Staiti
2 meetings (one 75 minutes), 1 screening (2 hours); 4 credits; enrollment limited to 50

203f Introduction to Spanish and Latin American Film
(See Spanish 221f)

210f Production Seminar in the Moving Image
Fall 2007: Eye and Ear Control: Beginning Video Production
In this class we plunge into the multiple, overlapping, and contradictory histories and practices of experimental film and video. We will investigate the structures of experimental media and its makers' deep understanding of craft and material. We will unpack the term "experimental" and create our own videos that engage, embrace, and dismantle traditional practices. We begin by looking at historical works and move into analyzing contemporary experimental media. This is a beginning course that covers the basics of shooting video, lighting, audio, and digital editing in the context of the above themes.
Meets Humanities I-A requirement.
B. Mellis
Prereq. permission of instructor;
1 meeting (3 hours), 1 screening (3 hours); a lab fee may be charged; 4 credits; enrollment limited to 12

***220 Special Topics in Film Studies**

**220(01) Music and Film*
(See Music 220)

**220(02) Religion and Film*
(See Religion 213)

**220(03) Screenwriting*
(See Theatre 243)

**220(04) Economics in Popular Film*
(See Economics 100)

**220(05) American Media History*
(See History 283(06))

**220(06) American Popular Culture, 1945 to the Present*
(See History 283(01))

***230 Documentary Film**
This course examines the principles, methods, and styles of nonfiction film. Beginning with the "actualités" of film history's first practitioners and ending with contemporary self-reflexive films, such as Errol Morris's *The Thin Blue Line*, the class studies films that strive to represent some aspect of the real world as opposed to the fictional worlds of narrative cinema.

Meets Humanities I-A requirement.
R. Blaetz
Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits; enrollment limited to 25

***240 Experimental Film**
This course examines some aspect of the history and aesthetics of cinema made outside of the narrative practice of the classical Hollywood model. Some areas of focus include: surrealism and the cinema, American avant-garde cinema, or women's experimental cinema.
Meets Humanities I-A requirement.
R. Blaetz
Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes), 1 screening (2 hours); 4 credits; enrollment limited to 25

250f History of World Cinema
This course offers an historical survey of the cinema as a developing art form and a means of communication. We consider the national, economic, and social conditions of an international medium that has existed for over a century. The national and thematic focus of the course shifts through the semester. For example, we focus on U.S. film in studying the earliest developments in film technology and narrative, Soviet and French films to study the formal and social experimentation of the 1920s, and films made in Cuba and Brazil to elucidate political filmmaking in the 1960s. The course provides a background for understanding film history and pursuing further studies in the field.
Meets Humanities I-A requirement.
R. Blaetz
Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits; enrollment limited to 40

260fs Film Genre
This course offers a critical, historical, and theoretical approach to a specific film genre. Some examples of genres that might be studied are: the science fiction, horror, melodrama, musical, Western, detective, or gangster film.

Fall 2007

260f(01) Film Genre and Gender
This course examines the development of Hollywood film genres largely in the post-studio era, particularly the musical, the melodrama, the horror film, and the science fiction film. We will consider the evolution of these four genres in relation to changes in the film industry and in American society, especially in relation to gender.
Meets Humanities I-A requirement.
R. Blaetz
Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits; enrollment limited to 25

Spring 2008

260s(01) Race, Ethnicity, and the Hollywood Musical
The musical film has been the most criticized of Hollywood genres for its "escapism" and all-pervasive "whiteness." Yet it was also one of the few genres to feature and promote performers from different racial and ethnic groups such as Al Jolson, Lena Horne, and Carmen Miranda. We will examine the ways in which this prototypical Hollywood product ignored and reflected the dynamics of race and ethnicity in American society.
Meets Humanities I-A requirement.
D. Garcia
Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits; enrollment limited to 25

**260 The Musical Film*
This course explores the American musical film from its first appearance in the early 1930s in the films of Busby Berkeley to its recent revival in films such as Baz Luhrmann's *Moulin Rouge*. The course also examines musical films from other national cinemas that either comment self-reflexively on the genre and its American context and/or expand common definitions of the genre.
Meets Humanities I-A requirement.
R. Blaetz
Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits; enrollment limited to 25

**260 The Science Fiction Film*
This course explores various manifestations of the science fiction film as it has appeared from the beginning of film history. Examples include the early "magic" films of Melies and Clair, as well as the numerous examples of the genre from the 1950s, and more contemporary films such as *2001* and *Videodrome*. The course traces the formal and thematic history of the genre, with attention paid to the figuration of modern science, the evolution of social roles, and postmodern representations of time and space.
Meets Humanities I-A requirement.
R. Blaetz
Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits; enrollment limited to 25

270f National and Transnational Cinema
This course offers a critical, historical, and theoretical approach to the cinema of a single country or group of countries. Some examples that might be studied are: French cinema, Francophone cinema, Indian cinema, Eastern European cinema, or Latin American cinema.

Fall 2007: American Silent Film and Spectatorship, 1905–1927
This course is an introduction to silent cinema in the U.S. and the contexts of its reception. We will consider issues of gender, age, race, and ethnicity in the making of the cinematic audience. Contemporary forms of live entertainment, such as vaudeville, minstrelsy, burlesque, pugilism, and ethnic theatre, will be discussed in order to illuminate the broader cultural origins of American film.
Meets Humanities I-A requirement.
D. Garcia
Prereq. Film Studies 201, 202, or permission of instructor; 2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits; enrollment limited to 25

**270 Specters, Monsters, and the Mind*
(Writing-intensive course; see German Studies 231s)

***280 Film Authorship**
Offers a critical, historical, and theoretical approach to one or more of the people or institutions involved in the production of film.

**280 Films of Margarethe von Trotta*
(Writing-intensive course; see German Studies 223f)

***290 Philosophy and Film Theory**
(See Philosophy 275f)

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, and permission of department; 1 to 4 credits

310s Production Seminar on the Moving Image
An advanced course in the theory and practice of film/video production as an art form. Topics for the seminar will vary from year to year.

Spring 2008: Language/Image
This production course will examine complex relationships between language and image in film, video, and contemporary art practices. The mark of text on the screen, the grain of the voice, experimental screenplays and alternative "film language" will be the subject of our investigation, research, and creative exploration. The workshop requires prior work in video production and is suitable for advanced students interested in creating projects in video, installation, and performance. Films and readings may include works by Edison, Melies, Rose, Barthes, Benjamin, Flusser, Murch, Chion, Trinh, Ashbery, Howe, Rainer, Thornton, Nauman, Abramovic, Raad, and more.
Meets Humanities I-A requirement.
B. Mellis
Prereq. permission of instructor; preference given to sr and Five College film studies majors; 1 meeting (3 hours), 1 screening (2 1/2 hours); a lab fee may be charged; 4 credits; enrollment limited to 10
Note: *Students must apply for entrance into this course. Please go to the film studies office for an application.*

***320 Seminar in Film Studies**
This topics course provides advanced instruction in an aspect of film history, theory, or criticism. Students are expected to bring substantial background in the study of film to this course; enrollment may be limited.

**320 Modernism and the Cinema*
This seminar examines the history of modernism in the cinema, beginning with the early cinema of attractions and including surrealist cinema, Soviet cinema, filmmakers such as Carl Dreyer, Robert Bresson, and Ingmar Bergman, and concluding with the work of such American avant-garde filmmakers as Stan Brakhage and Hollis Frampton.
Meets Humanities I-A requirement
R. Blaetz
Prereq. 8 credits in department including 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits ; enrollment limited to 12

**320 Representations of Animals in American Film*
(See Theatre Arts 350)

**320 Visualizing Cultures*
(See Anthropology 310)

***330f Topics in Documentary Film**
(Writing-intensive course) Examines the history and aesthetics of nonfiction cinema.
Meets Humanities I-A requirement.
The department
Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits; enrollment limited to 15

340s Topics in Experimental Film
Spring 2008: American Avant-Garde Cinema
(Writing-intensive course) Examines some aspect of the history and aesthetics of cinema made outside of the narrative practice of the classical Hollywood model. Some areas of focus include: surrealism and the cinema, American avant-garde cinema, or women's experimental cinema.
Meets Humanities I-A requirement.
R. Blaetz
Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits; enrollment limited to 15

***360 Topics in Film Genres**
Offers a critical, historical, and theoretical approach to a specific film genre. Some examples of genres that might be studied are: the science fiction, horror, melodrama, musical, Western, detective, or gangster films.
Meets Humanities I-A requirement
The department
Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits; enrollment limited to 15

**360 Film, Melodrama, and Horror*
(See English 381)

370fs Topics in National/Transnational Cinemas
Offers a critical, historical, and theoretical approach to the cinema of a single country or group of countries. Some examples of national cinemas that might be studied are: French cinema, Francophone cinema, Indian cinema, Eastern European cinema, or Latin American cinema.

Fall 2007

370f(01) Seminar in American Film: Hollywood Film
(Same as Art History 350(02)) This is a course on American feature-length film from the silent era to the present. After reading theories of classical narration, Hollywood style, and cultural significance, we will develop interpretive strategies for ten films, among them *The Grapes of Wrath*, *Touch of Evil*, *Sunset Boulevard*, *Vertigo*, *Blade Runner*, and *Unforgiven*.
Meets Humanities I-A requirement.
P. Staiti
Prereq. permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits; enrollment limited to 15

Spring 2008

370s(03) Coitus Interruptus: Indian Film and Its Attractions
How are we to respond to Indian popular film, which is notorious for its distracting song and dance numbers, meandering story line, and visually overblown spectacles? This seminar will develop historical and theoretical approaches to Indian films as what scholar Lalitha Gopalan calls a "constellation of interruptions." Students will examine feature films in class, write critical papers on scholarly essays, and pursue independent research projects on various aspects of Indian film.
Meets Humanities I-A requirement.
A. Sinha
Prereq. jr, sr, 8 credits in art history, or film studies, or permission of instructor; 1 meeting (3 hours), 1 screening (3 hours); 4 credits; enrollment limited to 15

370s(02) Queer Kinship in Asian North American Literature, Film, and Video
(Same as English 334s(01) Component))
This course examines alternative kinship formations in Asian North American cultural production. It will focus on the gender and sexual management of racial bodies since the nineteenth century—from the U.S. Page Law of 1875 that restricted Chinese women on the basis of their presumed sexual immorality to various forms of "racial castration" that mediate Asian masculinities. We will consider how alternative kinship arrangements and queer cultural projects expose and/or upset the narrative assumptions embedded in heteronormative scripts of nationalism.
Meets Humanities I-A requirement.
I. Day
Prereq. jr, sr, 8 credits in English or film studies, or permission of instructor; 1 meeting (3 hours), 1 screening (3 hours); 4 credits; enrollment limited to 15

**370(04) Courses in Francophone Studies: Ousmane Sembene*
(See French 341)

**370(05)Topics in German Literature and Culture: Bun Tesdeutschland*
(See German Studies 315)

**370(06) Nostalgia and Utopia: Nineteenth-Century German Literature and Utopia*
(See German Studies 311)

**370(07) Seminar in Spanish and Latin American Film: Feeling the Fake: Pedro Almodovar*
(See Spanish 320)

**370(08) From Kaiser to Hitler: Berlin 1871–1933 in Text and Film*
(See German Studies 325; taught in German)

**370(09) From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American Cinemas*
(See Spanish 361, Italian 361, French 321, and Romance Languages 375)

**370(10) Reality in Latin American Film*
(See Spanish 320)

380f Topics in Film Authorship
Offers a critical, historical, and theoretical approach to a specific cinematic author. While most courses focus on a director or group of directors, courses may also focus on writers, designers, technicians, performers, producers, or some combination of these personnel.

Fall 2007

380f(01) Henry James on Film
(Writing-intensive course)This seminar will examine the various screen adaptations of assorted novels by Henry James. We will read the novels against the films, exploring how James's texts translate—or do not translate—into film. Novels and films to be studied include *Washington Square*, *The Europeans*, *Portrait of a Lady*, *The Turn of the Screw*, and *Wings of the Dove*.
Meets Humanities I-A requirement.
D. Weber
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**380(02) Shakespeare on Film*
(Writing-intensive course; see English 384)

**380(03) The Eighteenth Century: Jane Austen: Readings in Fiction and Film*
(Writing-intensive course; see English 320 Component)

**380(05) Hitchcock and After*
(See English 374s)

390s Topics in Film Theory
Offers a consideration of one or more of the methods through which the medium of film is understood aesthetically and/or culturally.

Spring 2008

390s(01) Philosophy of Film
(Writing-intensive course) Recently, philosophers have argued that films resemble philosophy in their use of thought experiments. But the role of thought experiments in philosophy is itself contested. The seminar will investigate how thought experiments are used in science and philosophy in order to determine whether films and, more generally, art can legitimately claim that their presentation of thought experiments connects them to philosophy. Some previous acquaintance with philosophy highly recommended.
Meets Humanities I-B requirement.
T. Wartenberg
Prereq. 8 credits in department or in film studies or permission of instructor; 1 meeting (2 hours) and screening; 4 credits; enrollment limited to 18

390s(02) Gender Theory and Visual Culture
(Writing-intensive course; same as English 354s(01)) This course will examine the intersection of gender with a variety of visual forms, particularly film, photography, and painting. Topics to be explored include: theories and definitions of visual culture; relations between feminist film theory and feminist approaches to other media; questions of authorship and reception; intersections between race and gender; continuities and tensions between feminist and queer approaches. While secondary materials will involve extensive readings in cultural theory, primary materials will be taken largely from twentieth-century U.S. culture.
Meets Humanities I-A requirement.
E. Young
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

390s(03) Queer Theory and Recent Queer Film in Latin America
(Same as Spanish 320s(08)) In the 1990s GLBT liberation entered the public sphere as a major political force. Simultaneously, American academia produced and exported a new academic discipline: queer studies. As a consequence, the North American liberational model displaced cultural and theoretical models of sexuality of other countries. We will consider some of the key U.S. texts that have consecrated queer studies as a discipline and juxtapose them with theories and cinematic texts from Argentina, Brasil, Chile, Cuba, and Mexico in order to recuperate cultural models under erasure in the wake of the U.S. model's identity-focused and consumer-driven triumphalism.
Meets Humanities I-A requirement.
C. Gundermann
Prereq. Spanish 221 and one of the following, 235, 237, 244 or 246 or permission of instructor; 4 credits; enrollment limited to 16

**390(05) Philosophy and Film Theory*
(Writing-intensive course; see Philosophy 375f (01))

**390(06) Feminist Theory and Film*
(Writing-intensive course; see English 385)

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, and permission of department; a lab fee may be charged; 1 to 8 credits

French

The major and minor in French are administered by the Department of French: Professors Gadjigo, Gelfand (on leave spring 2008), LeGouis, Rivers (*chair*), Vaget (on leave fall 2007); Senior Lecturer Holden-Avard; Visiting Professor Margolis; Visiting Assistant Professors Guévremont, Shread; Visiting Instructor Bloom; Teaching Associate Matta.

Contact Persons

Mary Fanelli, *senior administrative assistant*
Christopher Rivers, *chair*

The French curriculum is intended to develop skills in the language and provide a broad and varied acquaintance with French and Francophone cultures and literatures. Taking as its premise that language gives access to new and different cultures, the program makes available to students the textual, oral, and visual products of the French-speaking world. It also offers familiarity with the interdisciplinary exchanges—art, literature, history, politics, music, philosophy—that inform French studies today. All courses are conducted in French (except 220). In language courses, students work with native French and Francophone assistants in small supplementary conversation groups. Technological resources (Web, email, computer-assisted applications, CD-ROMs, video, and various multimedia tools) are used in courses at all levels to foster individual learning and to promote communication with the international community. Graduates of Mount Holyoke who have majored in French have used the analytical skills and means of expression acquired during their studies to pursue a wide range of career options: education, government service, law, international banking, publishing, and marketing, among others.

The department offers courses in language, culture, and literature at all levels.

Department Web Site

http://www.mtholyoke.edu/acad/fren/

Requirements for the Major

Credits

- A minimum of 32 credits

Courses

- Two intermediate courses in culture and literature (215, 219, 225, or 230)
- One 4-credit elective in culture and literature at the 200 or 300 level
- Three courses in culture and literature at the 300 level. At least one must deal (in whole or substantial part) with culture and/or literature prior to 1800, and at least one other must deal (in whole or substantial part) with culture and/or literature after 1800. Independent study (295 and 395) and courses taught in English translation will not be counted among these courses.
- One advanced-level seminar (370)
- Advanced language study in phonetics as well as in grammar, composition, or stylistics, equivalent to 4 Mount Holyoke credits and subject to approval by the French department. Typically, majors spending a year or semester in France or another Francophone country will fulfill this requirement through appropriate course work abroad. Majors who do not study abroad may fulfill the requirement in advanced language study by doing appropriate course work within the Five College Consortium or independent study arranged through the Mount Holyoke Department of French.
- The major program should provide continuity in the study of French. To this end, at least one 4-credit course taught in French must be elected each semester of the junior and senior years. Independent study will not be counted among these courses.
- Students should also consider complementing the French major with courses in other disciplines dealing with France, Francophone countries, or Western Europe, such as international relations, art

history, English, European studies, geography, history, language, music, philosophy, politics, or religion.

Other

- A student may design her French major around a particular topic, century, theme, or area such as French or Francophone studies; gender/women's studies; medieval studies; eighteenth-, nineteenth-, and twentieth-century studies; theatre studies; classicism; symbolism; travel literature, etc. She should work closely with a faculty advisor to select appropriate courses in other departments, which may include independent study that would complement her course work in French. Whenever graduate study in French is contemplated, the major should include courses covering several centuries of French culture and literature.
- A student spending her junior year in France or a Francophone country with a program approved by the department will normally meet some of the requirements of her major through study abroad. By taking appropriate courses, a student may bring back the equivalent of 4 Mount Holyoke credits in advanced language study (two in phonetics, and two in grammar, composition, or stylistics) as well as two courses at the 300 level to count toward the major. Additional courses in French taken abroad will normally receive credit at the 300 level but will not count toward the minimum requirement for the major.

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

- Two intermediate courses in culture and literature (215, 219, 225, 230)
- Two advanced courses in culture and literature (300 level)

Other

- Independent study (295 or 395) does not count toward the minor.
- Students spending their junior year in France or a Francophone country with a program approved by the department may bring back one course at the 300 level.

Teacher Licensure

Students interested in pursuing licensure in the field of French can combine their course work in French with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of French, please consult your advisor or the chair of the French department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the French department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Junior Year in France or a Francophone Country

Study abroad in France or in a Francophone country is open to both majors and nonmajors. Students must have successfully completed at least one 4-credit course each semester they are enrolled at Mount Holyoke prior to departure for study abroad (excluding independent study). They also should have completed at least one course in culture and literature at the 200 level (215, 219, 225, or 230).

Mount Holyoke College has its own study abroad programs in Montpellier, France, and

Dakar, Senegal (spring only), and is also affiliated with the Sweet Briar College Junior Year in France Program. Please consult the French department and the Center for Global Initiatives for details about these and other programs. Eligible students who are selected to participate in the Montpellier and Dakar programs may use their Mount Holyoke financial aid to do so. Mount Holyoke financial aid for Sweet Briar, as well as for other approved study abroad programs, is awarded on a competitive basis. Scholarships, specifically for study in France or Italy, are available to qualified undergraduates from the Mary Vance Young Scholarship Fund. Information about financing study abroad may be obtained from the Center for Global Initiatives. See *www.mtholyoke.edu/go/global*.

Course Selection

Students who have never studied French should enroll in French 101f–102s, a two-semester course for beginners. Those who have previously studied French at Mount Holyoke and who wish to continue must have the prerequisites stipulated for specific courses.

Students who have not previously taken a French course at Mount Holyoke must take a placement test and complete a language questionnaire. Both are available online at *www.mtholyoke.edu/acad/fren/forms/quest_lang.html*.

Course Offerings

101f–102s Elementary French
An introduction to understanding, speaking, reading, and writing French. The videotape-based method "French in Action" provides a lively story line and cultural context for the acquisition of basic grammatical structures with a conversational focus. The course includes frequent composition writing and a varied laboratory program. Recommended for students with no previous training in French or a maximum of one year of French at the high school level. Students must complete both French 101 and French 102 to fulfill the language requirement.

Does not meet a distribution requirement.
C. Bloom, N. Holden-Avard, C. Shread
Prereq. no previous study of French or a placement score of 0–150; 5 meetings (50 minutes), or 2 meetings (75 minutes), 2 meetings (50 minutes), plus conversation lab; 4 credits; enrollment limited to 16

120f First-Year Seminar: Seminar in Reading, Writing, and Reasoning

Fall 2007: Sex and the City: Gender-Power Relations in Early Modern Europe
(Writing-intensive course; taught in English; same as Romance Languages and Literatures 105, Spanish 105, and Italian 106) Political, social, and economic life was radically changed by the growth of Europe's cities between medieval and modern times. These changes were debated in sexual terms as conflicts between men and women. As we study short stories from early modern France (Madame de Lafayette), Italy (Giovanni Boccacio), and Spain (Miguel de Cervantes and María de Zayas), and place them in their historical contexts, we will ask questions such as: To what extent do these works challenge or reinforce dominant models of gender relations and negotiate concepts and institutions such as marriage, honor, patriarchy, and blood purity? How do those topics apply to us today?
Meets Humanities I-A requirement.
N. Romero-Diaz
Prereq. fy or permission of instructor; 4 credits; enrollment limited to 16

201fs Intermediate French
A comprehensive grammar review aimed at developing language skills in context and providing a foundation for continued study of writing, speaking, reading, and listening in French. Using various methods and multi-media tools, all sections will concentrate on: study of grammatical structures as means of communication; frequent compositions to develop effective writing strategies; reading short literary and nonliterary texts; and, guided oral expression through structured discussions and exercises. Meetings in small groups with French or Francophone assistants will provide additional practice using the language in cultural contexts.

Meets language requirement; does not meet a distribution requirement.
C. LeGouis, L. Matta, C. Shread (fall); C. Bloom, L. Matta (spring)
Prereq. French 102, or placement score of 150–350, or department placement; 2 meetings (75 minutes), 1 meeting (50 minutes), plus conversation lab (50 minutes); 4 credits; enrollment limited to 16

203fs Advanced Internediate French
This course will improve students' writing and speaking skills in French and develop their ability to read and analyze texts. Course materials include authors and films representing cultures of the French-speaking world. Written and oral expression are strengthened through biweekly essays, class discussion, and grammar review. Students spend an additional hour each week with native French and Francophone assistants in small supplementary conversation groups.
Meets language requirement; does not meet a distribution requirement
C. Bloom, F. Guévremont, N. Margolis (fall), F. Guévremont, N. Margolis (spring)
Prereq. French 201, or placement score of 350–450, or department placement; 2 meetings (75 minutes), 1 meeting (50 minutes), plus conversation lab; 4 credits; enrollment limited to 16

Intermediate Level Courses in Culture and Literature

215fs Introduction to the Literature and Culture of France and the French-Speaking World
(Writing-intensive course) This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking, integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world, and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works—literature, historical documents, film, art, and music—and do formal oral and written presentations.
Meets language requirement or Humanities I-A requirement.
S. Gadjigo, E. Gelfand, C. LeGouis (fall); E. Gelfand, F. Guévremont (spring)
Prereq. French 203, or placement score of 450+, or department placement; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

219fs Introduction to the French-Speaking World
This course introduces the literatures of French-speaking countries outside Europe. Readings include tales, novels, plays, and poetry from Africa, the Caribbean, Canada, and other areas. Discussions and short papers examine the texts as literary works as well as keys to the understanding of varied cultures. Students will be asked to do formal oral and written presentations.
Meets multicultural requirement; meets language requirement or Humanities I-A requirement.
S. Gadjigo
Prereq. French 203, or placement score of 450+, or department placement; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

225fs Introduction to Contemporary Culture and Media of France and the French-Speaking World
(Speaking-intensive course) 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 in France and the French-speaking world, largely through the study of recent (post-1995) best-selling novels, popular music, and feature films. Students will be asked to give formal oral presentations based on up-to-date materials gathered from the Internet and/or French television and to participate actively in class discussion.
Meets language requirement or Humanities I-A requirement.
C. Rivers

Prereq. French 203, or placement score of 450+, or department placement; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

230s Intermediate Courses in Culure and Literature
In order to explain the complexity of present-day France, this course will explore its most conflictual historical moments — feudalism, absolute monarchy, political and social revolutions. Students will learn the social and historical context of French art and architecture.

230s(01) Introduction to the Civilization of France
(Speaking-intensive course) While exploring the decisive periods of France's past, students will also examine the development of art and architecture, from the Middle Ages to the twentieth century, and familiarize themselves with the mentality of each period (emphasis on medieval cathedrals and Renaissance castles, Baroque and Rococo works of art, and nineteenth-century paintings). Course content can be found at *http://www.mtholyoke.edu/courses/nvaget/*
Meets language requirement or Humanities I-A requirement.
N. Vaget
Prereq. French 203, or placement score of 450+, or department placement; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph with permission of department; 1 to 4 credits

Advanced Courses

The department's 300-level courses represent a variety of approaches to advanced work in French studies and thus reflect the diversity within the field of French today. Specific offerings under the general rubrics change from year to year. Prerequisites for all 300-level courses (except 370) are two of the following: 215, 219, 225, or 230. Students who do not have the stipulated prerequisites must consult the department chair and the course instructor. Specific courses that satisfy the pre-1800 requirement for the major are indicated in parentheses after the course title. All courses that do not bear this indication satisfy the post-1800 requirement.

311fs Period Courses
The usual periodization of French literature and culture is by century. Some period courses focus on the characteristics of specific centuries. Others focus on artistic or intellectual movements: gothic, Renaissance, romantic. All period courses, whatever their conceptual framework, integrate texts and historical contexts.

Fall 2007: Jeanne d'Arc: réalité disputée et mythe conquérant à travers les siècles (pre-1800)
This seminar will explore the changing image of Joan of Arc from medieval times to the present—mainly pre-1800—via literature, historiography, and the visual arts. Authors to be examined include Joan herself, Christine de Pizan, Montaigne, Voltaire, Sade, Michelet, and Anouilh, via genres ranging from poetry and novels, through catalogues of—"femmes fortes", to theatre. Artists and filmmakers will include Guillonnet, Dreyer, and Rivette. Readings and images will represent religious and political sentiments from the left-wing and Resistance as well as the secular-centrist and Catholic right and their analogues, within their respective cultural-historical contexts, through the ages.
Meets Humanities I-A requirement.
N. Margolis
Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

Spring 2008: Paris dans l'imaginaire Africain
Colonial relations have not only been a contest over land ownership but were also always centered around the question of who has the right to represent whom. This course will examine how, from the fifties and sixties, African students in France have represented France and Paris in their narratives. Readings will include novels and travelogues.
Meets Humanities I-A requirement.
S. Gadjigo

Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; one meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

***320 French Studies in English Translation with Advanced Course Work in French**
Students may enroll in French 320 if they wish to take French 220 and fulfill a 300-level course requirement. Readings and written work must be done in French. There may be additional readings, discussion hours, and papers assigned beyond the French 220 course work.
Meets Humanities I-A requirement.
Prereq. two of the following courses: French 215, 219, 225, or 230, and permission of department chair and course instructor; students will schedule extra meetings with the instructor in addition to the scheduled French 220 meetings; 4 credits; enrollment limited to 20

***321s Seminar in Romance Languages and Literatures**
This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students are expected to read works and write papers in French.
Meets Humanities I-A requirement.
Prereq. permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16
Note: *Students who wish to receive 300-level credit in French must write their papers and do appropriate course readings in French.*

331fs 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.

Fall 2007

331f(01) Breaking New Ground in French Cinema (1895–2005)
From the very beginning, innovation, experimentation, and artistic ambitions have shaped the evolution of French cinema. For more than a century, filmmaking in France has been defined by these innovations: Georges Méliès and the invention of special effects, Buñuel's antics, Jean Renoir's involved narratives, the creative explosion of the New Wave, or today's adventurous directors. This class will focus on those movies and those directors that have transformed and expanded the art of cinema, and will include works by Cocteau, Varda, Pontecorvo, Godard, Clément, Truffaut, Carax, and many others.
Meets language requirement or Humanities I-A requirement.
F. Guévremont
Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits; enrollment limited to 16

Spring 2008

331s(01) Molière, Marivaux, Musset: Interplay of Love, Money, and Seduction
In this course we will focus on the cultural and political context of plays by Molière, Marivaux, and Musset. With Molière, we will visit the court of Louis XIV at Versailles; with Marivaux, we will mingle with the upper class of prerevolutionary Paris; with Musset, we will discover the reveries of established bourgeois society of the romantic era. Plays will include *L'école des femmes*, *Tartuffe*, *Don Juan* by Molière; *Le jeux de l'amour et du hasard*, *Les fausses confidences*, *La fausse suivante* by Marivaux; *On ne badine pas avec l'amour, Les caprices de Marianne* by Musset. Students will be required to do a digital narration (Digital Story Telling) as a final paper. Technological support will be provided.
Meets language requirement or Humanities I-A requirement.
N. Vaget

Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

331s(02) Le Roman d'initiation: Journeys to Maturity in the French Novel (post–1800)
In this course, we will study novels (and a few films) that chronicle and analyze the coming-of-age process of a principal character. In each case, we will travel with the character as she/he moves from ignorance to knowledge, from naïveté to sophistication, from inexperience to experience, from adolescence to adulthood. Comparing and contrasting a number of works from several different historical periods, we will define both the constants and the variables of the subgenre of the roman d'initiation and examine its corollary themes: the family, the individual and society, gender, sexuality, travel, education, egotism, and introspection.
Meets language requirement or Humanities I-A requirement.
C. Rivers
Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits; enrollment limited to 16

***341s 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.

**(01) Ousmane Sembène: L'oeuvre d'un artist-militant*
Né en 1923 au Sénégal, l'écrivain-cinéaste Ousmane Sembène est un des rares témoins des trois périodes marquantes de l'histoire contemporaine de l'Afrique dite francophone: la période coloniale, la lutte pour les indépendances politiques et économiques et l'effort de secouer le joug du néocolonialisme à travers la réhabilitation du patrimoine culturel du continent. Ce cours consacré à son oeuvre vise à explorer les grands faits marquants de sa vie, son engagement dans les mouvements de gauche européens, sa venue à l'écriture et surtout les caractéristiques dominantes de son oeuvre cinématographique.
Meets language requirement or Humanities I-A requirement.
S. Gadjigo
Prereq. two of 215, 219, 225, or 230; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16
Note: *Interview with course instructor during fall advising period is mandatory.*

***351f Courses on Women and Gender**
These courses explore cultural, literary, and social issues relating to women and gender identities in France and French-speaking countries. Topics may include women's writing, writing about women and men, the status of women, feminist criticism, and theories of sexuality and sexual difference.

**351 "Every Secret Thing": Contemporary Women's Autobiographical Narrative in French*
This course will examine contemporary autobiographical narratives written by women, with a particular focus on living authors whose works include fictional, nonfictional, and semifictional texts (Ernaux, Condé, Cusset, Nothomb). We will analyze the ways in which these authors present their life stories, especially traumatic or secret episodes, and the ways in which their works discuss the process of that presentation and of memory itself. Themes that are common to these autobiographical texts include: relationships with family, education, sexuality, class, and love. We will study several autobiographical films made by women.
Meets language requirement or Humanities I-A requirement.
C. Rivers
Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

361f Courses in Advanced Language Study
These courses investigate the French language, past or present, and refine students' linquistics skills by focusing on nuances of written and spoken expression. Areas of study may include stylistics, translation, phonology, morphology, syntax, rhetoric, and dramatic art.

Fall 2007: Atelier de traduction
This course is designed to give students practical, hands-on experience in the translation, from French to English, of a literary work. We will begin the semester with readings in translation theory before moving on to the selection (by students) of a literary text. Students will work collaboratively in teams on a collective translation; teams will meet on a weekly basis with the professor for a detailed review of the work in progress. At the end of the semester, each team will submit the definitive version of their translation as well as a paper reflecting on the particular linguistic challenges encountered and their resolution thereof.
Meets Humanities I-A requirement.
C. Rivers
Prereq. two of 215, 219, 225, or 230; or permission of department chair and course instructor; 1 meeting (2 hours, 50 minutes); 4 credits
Note: *Limited to students who have taken at least two 300-level French courses or, in special cases, per instructor.*

370fs Advanced Level Seminar
The seminar is intended to challenge students at the highest level. A regular rotation of topics ensures a variety of perspectives across genre and period, encompassing linguistic, literary, theoretical, and cultural issues of French and Francophone studies. Development of critical skills is stressed through classroom discussion and critique of writing projects, drawing on individual student interests and experiences as they relate to the topic of the course.

Fall 2007: Writing and Politics: Literature as Social Engagement
Study of French and Francophone writers and filmmakers, in their specific contexts, whose works engage with important political and social issues of their time and place. Preliminary theoretical readings about how texts can communicate, explicitly or implicitly, an ideological stance. Principal imaginative works, from Middle Ages to the present, manifest thematic, stylistic, or narrative techniques that connect to movements for cultural change.
Meets Humanities I-A requirement.
E. Gelfand
Prereq. 12 credits including two courses at the advanced level, or permission of department chair and instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

Spring 2008: Proust: À la Recherche du temps perdu
À la Recherche du temps perdu is the greatest literary masterpiece of the twentieth century and is both rooted in a specific past and universal in its analysis of human intellect and emotion. We will concentrate on themes of love and desire in three relationships: Swann's adoration of Odette; the narrator's fixation on Albertine; and the Baron de Charlus's homosexual passions. Assignments will include most of *Du Côté de chez Swann*, *Sodome et Gomorrhe*, and *Le Temps retrouvé*; excerpts from the other four novels; selections from important criticism; and film. Analysis of construction of the entire work will facilitate reading unassigned sections for ambitious Proustians.
Meets language requirement or Humanities I-A requirement.
C. LeGouis
Prereq. 12 credits including two courses at the advanced level, or permission of department chair and instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr with permission of department; 1 to 8 credits

Courses Offered in Translation

These courses satisfy the distribution requirement for English literature or foreign literature in translation.

***220 French Studies in English Translation**
(Taught in English) These courses satisfy the distribution requirement for English literature or foreign literature in translation.
Meets Humanities I-A requirement.
Students may receive 300-level credit for extra reading and written work in French; 4 credits; enrollment limited to 20

Gender Studies

The major and minor in gender studies are administered by the Department of Gender Studies: Associate Professors Blaetz, Gundermann, Penn, Renda (*chair*), Townsley, Young; Senior Lecturer Ackmann; Visiting Assistant Professor Weinstein; Ford Associate in Gender Studies Zarcov; Five College Fellow in Gender Studies Madera.

Contact Persons

Cynthia Meehan, *senior administrative assistant*
Mary Renda, *chair*

The Major

Gender studies majors cultivate the habit of asking how gender—through its connections with other forms of power—shapes bodies, lives, texts, institutions, and worlds. Gender studies is interdisciplinary and cross-cultural in its approaches. The goal is to provide students with multiple angles of vision that enrich their learning in and beyond the major.

At Mount Holyoke, gender studies grew out of women's studies, with its commitment to uncovering the realities of women's lives, understanding the nature of women's oppression, and charting paths to significant social change. Building on this foundation, gender studies encompasses investigations into the very nature of gender; its intersection with other forms of difference and power such as class, race, nation, and sexuality; and its intimate connection with myriad forms of knowledge and social practice, from scientific investigation to artistic creation and performance.

Majors are introduced to the foundations of the field in courses on women and gender, feminist theory, global power relations, and methodology. Drawing on courses offered across the Mount Holyoke curriculum and in the Five Colleges, majors then develop concentrations in areas of particular interest. Possible areas of concentration include, but are not limited to: women's literary and artistic production; gender in imperial and postcolonial contexts; feminist antiracism; women's health; women and labor; violence against women; feminist science studies; queer studies; men and masculinity; transgender politics; U.S. women of color politics; women immigrants and refugees; transnational feminisms.

A field-study seminar, taken in the junior or senior year; and a full-year, two-credit per semester, senior capstone course bring majors together to think through connections among the diverse intellectual and creative approaches they have encountered as well as between scholarship and social action.

Requirements for the Major

Credits

- A minimum of 40 credits; 20 credits at the 300 level

Courses

- Gender Studies 101, Introduction to Gender Studies
- 201, Methods and Practices in Feminist Scholarship
- 221, Feminist Theory
- 250, Gender and Power in Global Contexts
- 333, Interdisciplinary Seminar (two courses under this rubric)
- 390, Internship or Field Project
- 391–392, Senior Seminar
- The remaining 8 credits (of which 4 credits must be at the 300 level) may be chosen from gender studies courses or courses approved by the department.
- Additionally, all students must submit a focus statement during their junior year.

Additional Requirements

Majors are required to complete a minor in another discipline or interdisciplinary area.

Each gender studies major shall also submit to her major advisor a two-page statement that identifies the central question or questions that she anticipates will define her concentration within the major. This statement should include a list of at least four

courses that constitute a concentration within the major and an explanation of how these courses cohere around the question(s) that form the central focus. In particular, the statement should clearly identify the substantive focus of the student's program, defend its significance, list the courses she has taken and intends to take, and describe their relation to the theme. This statement is due during preregistration of the second semester of the student's junior year.

Requirements for the Minor

Credits

- A minimum of 20 credits; 16 credits above the 100 level

Courses

- Gender Studies 101, Introduction to Gender Studies
- 221, Feminist Theory *or* 250, Gender and Power in Global Contexts
- The remaining 12 credits (of which 8 must be above the 100 level and 4 must be at the 300 level) may be chosen from gender studies courses or courses approved by the department.

Course Offerings

101fs Introduction to Gender Studies

Fall 2007: (Speaking-intensive course) This course examines the social and historical construction of gender from cross-cultural and interdisciplinary perspectives. The intersections among gender, race, class, and sexuality in various contexts, past and present, will be central to our inquiry. Topics will include the politics of appearance, women's economic status, sexual violence, racism, legacies of colonialism, the challenges of transnational feminist activism, and strategies for change. We will examine the development of feminist theory and its practices in various local and transnational contexts.
Does not meet a distribution requirement.
M. Renda
2 meetings (75 minutes); 4 credits; enrollment limited to 45

Spring 2008: Gender Studies takes its departure from insights made by feminists about the separation between sex and gender. Thus, this course will start by investigating how that distinction was first drawn and then add an intersectional analysis that takes into account class, race, and sexuality (among other tropes). Then we will turn our focus specifically to understanding what gender is as theorized by various contemporary theorists. Once that has been understood, we will set ourselves to the task of investigating more explicitly particular and ambiguous gender identities—female femininity, female masculinity, male femininity, male masculinity, trans, intersexed, and more.
Does not meet a distribution requirement.
J. Weinstein
2 meetings (75 minutes); 4 credits; enrollment limited to 40

***119f Women's Public Voices**
(Writing-intensive course; first-year seminar) This course will explore creating and critiquing public writing by women. It will examine the genres of the op-ed, political column, memoir, and broadcast commentary. The seminar will ask the questions: what constitutes a "women's issue" in public discourse and how can women best influence public debate. Among the public writers we will read are MHC alumnae who write for newspapers, magazines, and other media outlets. Students also will learn to write and submit for publication or broadcast op-eds and short radio commentaries. A field trip to meet with women writers and editors at the *New York Times* is planned.
Does not meet a distribution requirement.
M. Ackmann
Prereq. fy or permission of instructor;
2 meetings (75 minutes); 4 credits

201s Methods and Practices in Feminist Scholarship
This course examines a range of methodologies from the humanities, social sciences, and natural sciences and provides a foundation for advanced work in the major. It considers the specific advantages of diverse disciplinary approaches for feminist inquiry as well as their limitations for considering issues that do not divide neatly along disciplinary lines. The course encourages students to begin to

think about the challenges of doing rigorous interdisciplinary research.
Does not meet a distribution requirement.
M. Renda
Prereq. Gender Studies 101 or Women's Studies 101, one laboratory course in a natural or physical science (completed or taken concurrently), or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

204fs Women and Gender in the Study of Culture

Fall 2007

(01) Sexuality and Women's Writing
(Same as English 286) An examination of how U.S. women writers in the twentieth century represented lesbian, queer, and homoerotic possibilities in prose. Topics to include: literary strategies for encoding sexuality; thematic interdependencies between sexuality and race; historical contexts such as the "inversion" model of homosexuality and the Stonewall rebellion; theoretical issues such as the "heterosexual matrix," the "epistemology of the closet," and tensions between lesbian and queer models of sexuality. Authors studied may include Allison, Brown, Cather, Gomez, Larsen, McCullers, Moraga, Nestle, Pratt, Stein, and Woolson; theorists may include Butler, Lorde, Rich, and Sedgwick.
Meets Humanities I-A requirement.
E. Young
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

Spring 2008

(01) Women Writing in India
(Taught in English; same as Asian Studies 220) Critical study of women's writing in India, in genres ranging from classical and medieval poems, tales and songs (e.g., Tiruppavai) to novels, plays, and personal narratives by modern women writers (e.g., Rokeya Hossain's *Sultana's Dream*, Arundhati Roy's *The God of Small Things*), in translation from Indian languages and in the original English. We will focus on women's perspectives and voices, women's agency, and resistance to dominant discourses. Attention is paid to historical contexts, the socioreligious constructions of women and gender, and the role of ideologies such as colonialism and nationalism in the production and reception of women's writing.
Meets multicultural requirement; meets Humanities I-B requirement.
I. Peterson
2 meetings (75 minutes); 4 credits; enrollment limited to 30

(02) Black Women Writers: Feminist Visions from the African Diaspora
(Writing-intensive course; same as African American and African Studies 206) This course will explore the influence of feminist politics on the writing of women throughout the African Diaspora. By exploring the different cultural, political, and historical contexts in which these writers work, we will attempt to define the continuities and conflicts that exist within the vast field of black women's writing. Why, when, and how did a black feminist consciousness emerge? How did racial tensions within the predominantly white feminist movement lead to the development of a separate black "womanist"/Third World agenda? How does feminist literature of the African Diaspora challenge negative stereotypes and misrepresentations of black women's realities?
Meets multicultural requirement; meets Humanities I-A requirement.
Z. Elliott
Prereq. African American and African Studies 101, or permission of instructor; 2 meetings (75 minutes each); 4 credits; enrollment limited to 25

206f Women and Gender in History

Fall 2007: Sexual Revolutions in U.S. History
(Same as History 283) This class will evaluate the notion of "sexual revolutions" by examining three moments in U.S. history: the late eighteenth century, the turn of the twentieth century, and the 1960s and 1970s. In each, we will look at shifts in the relationships between race, class, gender, and sexuality. Our history will include the role of experts in the fields of religion, medicine, sexology, and psychology and their efforts to define sexual deviance and promote sexual "normality." At the same time, we will study

popular and subcultural sexual cultures found in brothels, bars, same-sex institutions, sports, bohemian circles, and political groups and look for strategies of resistance to normative regimes.
Meets Humanities I-B requirement.
J. Gerhard
2 meetings (75 minutes); 4 credits; enrollment limited to 40

210s Women and Gender in Philosophy and Religion

Spring 2008: Women and Buddhism
(Same as Religion 241) The course examines Buddhist representations of women and women's representations of Buddhism. We will study materials by and about Buddhist women from Thailand, India, China, Tibet, Japan, and the U.S. Some of the questions we will ask are: How are women portrayed in Buddhist literature? How do they portray themselves? How have Buddhist women responded to sexism in their communities? How have Buddhist women contributed to the development of new Buddhist institutions?
Meets multicultural requirement; meets Humanities I-B requirement.
S. Mrozik
2 meetings (75 minutes); 4 credits; enrollment limited to 20

212f Women and Gender in the Social Sciences

Fall 2007: Feminism and Knowledge
(Same as Philosophy 227) Is knowledge gendered? Is science objective? What does it mean to make such claims, and how does one justify them? In this course, we will investigate how gender roles, gender identity, and ideas about gender influence the construction of knowledge. We will look at three competing views about these influences—in particular, empiricism, standpoint theory, and postmodernism—in the context of empirical research in the social sciences and biology. We will consider what it means to do research as a feminist and what kind of cognitive authority women hold in the creation of knowledge.
Meets Humanities I-B requirement.
C. Lee
Prereq. 4 credits in gender studies or philosophy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

221f Feminist Theory

Fall 2007: Invitation to Feminist Theory
(Same as Politics 233) This course explores the overlapping dualities of the feminine and the masculine, the private and the public, the home and the world. We examine different forms of power over the body; the ways gender and sexual identities reinforce or challenge the established order; and the cultural determinants of "women's emancipation." We emphasize the politics of feminism, dealing with themes that include culture, democracy, and the particularly political role of theory and on theoretical attempts to grasp the complex ties and tensions between sex, gender, and power.
Meets Social Sciences III-A requirement.
L. Zuckerwise
2 meetings (75 minutes); 4 credits; enrollment limited to 25

250fs Gender and Power in Global Contexts
Critical reflections on the dynamics of gendered power relations from global politics to the micropolitics of everyday life, with a primary focus on women. We will explore key concepts in the field and then turn to analysis of gender and power in concrete settings of institutional practice and social structure, with an emphasis on questions of social change and resistance. Topics include: colonization and militarization; violence against women (including physical and economic violence); culture, religion, and politics; transnational feminisms; women's bodies and sexualities.
Meets multicultural requirement; meets Humanities I-B requirement.
J. Weinstein (fall); D. Zarcov (spring)
Prereq. Gender Studies or Women's Studies 101 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph; 1 to 4 credits

333fs Interdisciplinary Seminar

Fall 2007

(01) U.S. Gender History Research Seminar
(Same as History 381) Gender history focuses on the relationship between women and men, masculinity and femininity, and the evolution and transformation of that sprawling and multidimensional system of meanings we call "gender." This seminar will allow students interested in gender and women's history to do research on a topic of their choice. Readings will establish key themes and central methods in the study of gender. Reading topics include politics and activism, race and imperialism, popular culture and consumption, reproduction and sexuality, family and marriage. By mid-semester, students will be working with primary and secondary sources with the goal of producing a substantial and original paper.
Meets Humanities I-B requirement.
J. Gerhard
Prereq. permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

(02) Youth Culture, Race, Gender, and Sexuality
(Same as American Studies 301) This course provides a rigorous theoretical and historical understanding of youth culture, incorporating insights from the fields of cultural studies, feminist theory, queer theory, ethnic studies, and diaspora studies. We will study a variety of youth expressive forms including teen magazines, high school proms, riot grrrl culture, Chicano/a punk, and Bollywood film. The aim of the course is to provide a more nuanced understanding of youth culture, a sense of how youth culture both reflects and shapes existing social relations.
Meets Humanities I-B requirement.
A. Tiongson
1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 13

(03) Nature and Gender: "A Landscape of One's Own"
(Same as English 373) This seminar will focus on how women writers in the nineteenth and early twentieth centuries told their life stories in the context of the islands, prairies, forests, and deserts of the United States. Readings will include works by such writers as Thaxter, Freeman, Jewett, Stewart, Zitkala-Sa, Austin, Cather, and Hurston; genre will include autobiographical essays, narratives, biography, fiction, and poetry. Some visual works (paintings, photographs, film) may also be added to the list of texts.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement; meets English department seminar requirement.
L. Glasser
Prereq. jr, sr, English 240, 241, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

(04) Black Feminism: Theory and Praxis
(Writing-intensive course; same as African American and African Studies 335) This course explores foundational texts of major authors along with lesser-known contributors to the black feminist movement, from the nineteenth century to the present. It also examines the various ways in which black feminist theory has been expressed in and applied to the arts and political activism, analyzing black feminist cultural criticism as it applies to music, film, fine arts, performance, and literature. Conflicts and continuities between black and white feminists, and the role of profeminist men within the movement will be considered as well.
Meets multicultural requirement; meets Humanities I-A requirement.
Z. Elliott
Prereq. 8 credits in African American and African studies, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

(05) Women and Gender in South Asia
(Speaking-intensive course; same as History 301) This colloquium will explore the history of South Asia as seen from women's perspectives. We will read writings by women

from the ancient period to the present. We will focus on the diversity of women's experiences in a range of social, cultural, and religious contexts. Themes include sexuality, religiosity, rights to education and employment, violence against women, modernity, and citizenship—in short, those issues central to women's movements in modern South Asia. In addition to the textual sources, the course will analyze Indian popular film and the representation of women in this modern visual genre.
Meets multicultural requirement; meets Humanities I-B requirement.
K. Datla
Prereq. permission of instructor; 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 20

(06) Feminist Technoscience Studies
This highly theoretical seminar investigates the histories, paradigms, categories, and assumptions associated with gender, sexuality, and race in scientific, technological, and medical discourse and praxis. Throughout the course, we will interrogate and unpack what we mean when we use the words "nature," "human," "animal," "science," and "technology." This will clarify the ways in which human "nature" along with our sexualities, genders, and races are viewed, studied,"discovered," and/or constructed by science and technology. Readings will be drawn from, among others, theorists such a Haraway, Shiva, Traweek, Lykke, Braidotti, Balsamo, Fausto-Sterling, Shiebinger, Harding, Barad.
Meets Humanities I-B requirement.
J. Weinstein
Prereq. soph, jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

Spring 2008

(01) Feminist Theory and the Practice of History
(Same as History 301) Feminist theory asks about the nature of gender and its relation to racism, capitalism, state power, institutions of cultural production, and diverse patterns of intimacy, identity, and embodiment. How have historians built upon the work of feminist theorists to explore our gendered pasts? And how has feminist theory drawn on historical scholarship? In what senses are the work of theorizing and the practices of history distinct? Where do they converge? And how do they, separately and together, contribute to the production of knowledge in gender studies scholarship?
Meets Humanities I-B requirement.
M. Renda
Prereq. Gender Studies 201 or 221 and 8 credits of history or permission of the instructor; written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/applicaion.shtml) is required; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 20

(02) Gender Theory and Visual Culture
(Writing-intensive course; same as English 354 and Film Studies 390) This course will examine the intersection of gender with a variety of visual forms, particularly film, photography, and painting. Topics to be explored include: theories and definitions of visual culture; relations between feminist film theory and feminist approaches to other media; questions of authorship and reception; intersections between race and gender; continuities and tensions between feminist and queer approaches. While secondary materials will involve extensive readings in cultural theory, primary materials will be taken largely from twentieth-century U.S. culture.
Meets Humanities I-A requirement; meets English department seminar requirement.
E. Young
Prereq. jr, sr, 8 credits in English beyond English 101, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

(03) Queer Theory and Recent Queer Film in Latin America
(Speaking- and writing-intensive course; same as Spanish 320 and Film Studies 390) In the 1990s GLBT liberation entered the public sphere as a major political force. Simultaneously, American academia produced and

exported a new academic discipline: queer studies. As a consequence, the North American liberational model displaced cultural and theoretical models of sexuality of other countries. We will consider some of the key U.S. texts that have consecrated queer studies as a discipline and juxtapose them with theories and cinematic texts from Argentina, Brazil, Chile, Cuba, and Mexico in order to recuperate cultural models under erasure in the wake of the U.S. model's identity-focused and consumer-driven triumphalism.
Meets Humanities I-A requirement.
C. Gundermann
Prereq. Spanish 212; Spanish 235, 237, 244, or 246; or permission of instructor; 1 meeting (2 hours, 50 minutes), separate screenings will be held; 4 credits; enrollment limited to 16

(04) Postmodern Feminist Philosophy
(Same as Philosophy 350) This course examines the work of key feminist theorists of, or informed by, the French/Continental tradition. We focus on the issues of materialism, psychoanalysis, language, materiality, performativity, subjectivity, poststructuralism, and postmodern philosophy. We read works of the following: Helene Cixous, Luce Irigaray, Julia Kristeva, Rosi Braidotti, Judith Butler, and Elizabeth Grosz.
Meets Humanities I-B requirement.
J. Weinstein
Prereq. permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

(05) Assault, Rape, and Murder: Gendered Violence from Medieval to Contemporary Spain
(Same as Spanish 332) This course will examine the complex interaction of gender and violence as a personal and institutional issue in Spain from medieval times to the present. We will study both the ideological and sociocultural constructs that sustain and perpetuate violence against women as well as different forms of resistance. From a feminist perspective, we will approach topics such as: private/public, honor, jealousy, masculinity, etc. Some of the texts are: Lucanor's *La mujer brava*; Zayas's *Desengaños amorosos*; *Bebé's song*, Malo; Boyaín's movie *Te doy mis ojos*; and the *Ley orgánica contra la Violencia de Género* from 2004.
Meets Humanities I-A requirement.
N. Romero-Diaz
Prereq. two of the following: Spanish 221, 235, 237, 244, or 246 and permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

(06) Women and American Popular Culture since 1945
(Same as History 301) This reading seminar looks at the representation of women in popular culture and the place of women in the creation of popular culture. We will look at romance novels and their readers, talk shows and their hosts, television, pornography, Hollywood movies, women's magazines, and music. Special attention will be paid to the role of popular culture in the rise and dissemination of feminism and antifeminism and in the creation of multiculturalism.
Meets Humanities I-B requirement.
J. Gerhard
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

(07) Gender and Class in the Victorian Novel
(Same as English 323) This course will investigate how representations of gender and class serve as a structuring principle in the development of the genre of the Victorian novel in Britain. We will devote significant attention to the construction of Victorian femininity and masculinity in relation to class identity, marriage as a sexual contract, and the gendering of labor. The texts chosen for this course also reveal how gender and class are constructed in relation to other axes of identity in the period, such as race, sexuality, and national character. Novelists will include Dickens, Eliot, Gaskell, C. Bronte, and Hardy. Supplementary readings in literary criticism and theory.
Meets Humanities I-A requirement; meets English department 1700–1900 requirement.
A. Martin
Prereq. jr, sr, 8 credits in English including English 220, 230, or permission of instructor;

2 meetings (75 minutes); 4 credits; enrollment limited to 18

(08) Gender and Domestic Labor
(Same as Psychology 319) This course examines social psychology and sociological theories and research addressing why women do more housework and child care than men. It pays special attention to the situation of dual-earner families and considers class and ethnic differences on the nature of this inequality and the barriers to full equality at home.
Meets Social Sciences III-A requirement.
F. Deutsch
Prereq. permission of instructor, students must meet with instructor during advising week to get permission to enter the course; 1 meeting (2 hours); 4 credits; enrollment limited to 15

(09) Sex, Love, and Gender in Contemporary African American Film
(Writing-intensive course; same as African American and African Studies 340) This course will explore the representation in film of intimate relationships among African Americans. Confronting an ongoing history of racist, sexist, and homophobic images, films produced by and featuring blacks can offer alternate interpretations of love, romance, and sexuality. Coupled with literature and theoretical readings by feminists and black cultural critics, students will consider the function of—and challenges to—intimacy in interpersonal relationships among African Americans. Directors under consideration include Spike Lee, Kasi Lemmons, Marlon Riggs, and Sanaa Hamri.
Meets multicultural requirement; meets Humanities I-A requirement.
Z. Elliott
Prereq. African American and African Studies 101, plus 8 credits in African American and African studies or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

(10) Women and Gender in the Middle East
(Writing-intensive course; same as History 301) This course is designed to provide students with a nuanced historical understanding of issues related to women and gender in the region defined as the area from Morocco to Iran. After an introduction to the main themes and approaches in the study of women and gender, we will examine the development of discourses on gender and the lived experiences of women from the rise of Islam, through the Ottoman Empire, and up to the twentieth century. Topics: the politics of marriage, divorce, and reproduction; women's political and economic participation; Islamist movements; the new field of masculinity studies; and the highly contested topics of homosexuality and transsexuality in the Middle East.
Meets multicultural requirement; meets Humanities I-B requirement.
N. Sbaiti
Prereq. permission of instructor, 8 credits in history or equivalent preparation, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

(11) Gender and the State in Latin American History
(Same as History 301) This seminar examines the history of gender in Latin America, with an emphasis on its relation to nation building and state formation. How has gender, along with race, ethnicity, and class, shaped the ways that Latin American men and women have imagined their relation to state and nation? How have imperialism, revolution, dictatorship, poverty, and programs for modernization shaped acceptable gender behavior and sexual norms? And how have Latin American states wielded gender and sexuality to consolidate their power? We will pay particular attention to everyday struggles over gender politics, citizenship, political action, the exercise of state power, and human rights.
Meets multicultural requirement; meets Humanities I-B requirement.
M. Madera
Prereq. see History 301; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

(12) Religious Fundamentalisms and Women's Strategies in Global Contexts
This course looks at contemporary manifestations of religious fundamentalisms within

different faith traditions: Christian, Hindu, Jewish, Muslim. It explores the historical roots of some of these conservative movements and emphasizes their political dimension. It examines the diverse—yet comparable—definitions of gender roles promoted by the religious right in various contexts. Attention is paid to the strategies designed by different religious fundamentalist forces: how do they operate, locally and internationally? We willalso examine women's diverse relationships to fundamentalist politics—ranging from resistance to active endorsement.
Meets multicultural requirement; meets Humanities I-B requirement.
The department
Prereq. soph, jr, sr, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 20

390s Internship or Field Project
(Community-based learning course; speaking-intensive course) This course, required for the major, presents an opportunity for students to apply feminist theory and to synthesize their work in gender studies. The connections between the academy and the community, and between scholarship and social action, are emphasized. Students either design their own field project or arrange for a placement at an agency, institution, or place of work that deals with the concerns of women. A weekly seminar with other students engaged in 390 work provides a structured setting in which to analyze these experiences and share works-in-progress. Frequent writing assignments are required.
Does not meet a distribution requirement.
M. Ackmann
Prereq. Gender Studies 101 or Women's Studies 101, 250; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 8

391f Senior Seminar
This yearlong capstone course brings seniors together to think through relationships among empirical research, theory, activism, and practice in gender studies. Majors with diverse interests, perspectives, and expertise (and other seniors with substantial background in the field) will have the opportunity to reflect on the significance of their gender studies education in relation to their current work (including work in 333s, 390, 395), their academic studies as a whole, and their plans for the future. Course readings and discussion will be shaped by students in collaboration with the instructor. This course continues in the spring semester as Gender Studies 392.
Does not meet a distribution requirement.
M. Renda
Prereq. Seniors only, Gender or Women's Studies 101, Gender Studies 221 or Women's Studies 208, Gender or Women's Studies 250, Gender or Women's Studies 333, 20 credits in gender studies and/or related courses, written application for permission required; 1 meeting (2 hours); 2 credits; enrollment limited to 15

392s Senior Seminar
Continuation of Gender Studies 391.
Does not meet a distribution requirement.
M. Renda
Prereq. Gender Studies 391; 1 meeting (2 hours); 2 credits; enrollment limited to 15

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, and permission of program; 1 to 8 credits

Related Courses

Students are reminded to look carefully at prerequisites for these courses.

	Anthropology
346s	Identities/Differences: Anthropological Perspectives
390f	Research Seminar in Anthropology
	Asian Studies
211f	Modern Indian Fiction
	Economics
213f	Economic Development: A Survey
349f	Lessons from South Asian Economic Development
	English
101s	Gender and War
311f	Chaucer's Stories and Storytellers

348s Prison Literature and Creative Writing

French

311s From Hope to Despair: Life and Letters in Interwar France (conducted in French)

351f "Every Secret Thing": Contemporary Women's Autobiographical Narrative in French

History

141s Violence and Social Change in Modern Africa

Politics

343s The Intellectual and Politics: Radical Ecology

Spanish

320s Seminar in Spanish and Latin American Film: Feeling the Fake: Pedro Almodovar (conducted in Spanish; same as Film Studies 370s)

Theatre Arts

350f What Is Performance?

Geography

Professors Dunn, Kebbede, McMenamin, Savoy (on leave 2007–2008), Werner (on leave 2007–2008); Associate Professors Bubier, Dyar, Markley, Millette (on leave 2007–2008); Visiting Assistant Professors Barrett, Batra, and DiChiro.

Contact Persons

Steven Dunn, *chair*
Cecile Vasquez, *senior administrative assistant*

The geography major is intended to provide students with an understanding of the world around them in its physical, spatial, and human dimensions. Central to the discipline is the study of interactions of humans and environmental systems. Specific topics emphasized in the curriculum include the physical environment, political geography, socioeconomic development, and techniques in geographic data analysis (computer mapping, satellite image analysis, and geographic information systems).

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

- Geography 105, World Regional Geography
- Three of the following 200-level core courses:
    - Geology 202, History of Earth
    - Geology 203, Surface Processes
    - Geography 204, Human Dimensions of Environmental Change
    - Geography 205, Mapping and Spatial Analysis
    - Environmental Studies 200, Environmental Science
- One of the following geography courses:
    - 206, Political Geography
    - 209, Women and the Environment
    - 211, Geographic Information Systems
    - 224, Atmosphere and Weather
- One of the following regional geography courses:
    - 213, Geography of Europe
    - 214, Geography of South Asia: India, Pakistan, Bangladesh, and Sri Lanka
    - 215, Geography of the Middle East and North Africa
    - 217, The African Environments
    - 225, Evolution of North American Landscapes
    - 227, Indigenous Peoples of North America (same as Anthropology 227)
- Three geography courses at the 300 level

Most geography courses are offered in alternate years, and majors should consult the department when planning their programs.

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Geography 105, World Regional Geography *and* 205, Mapping and Spatial Analysis
- Any one of the following courses:
    - Geology 203, Surface Processes
    - Geography 204, Human Dimensions of Environmental Change
    - Geography 206, Political Geography
    - Geography 209, Women and the Environment
    - Geography 211, Geographic Information Systems
    - Geography 224, Atmosphere and Weather
- Any one of the following regional geography courses:
    - 213, Geography of Europe
    - 214, Geography of South Asia: India, Pakistan, Bangladesh, and Sri Lanka

  - 215, Geography of the Middle East and North Africa
  - 217, The African Environments
  - 225, Evolution of North American Landscapes
  - 227, Indigenous Peoples of North America (same as Anthropology 227)
- Any one of the following 300-level geography courses:
  - 304, Selected Problems in Regional Geography
  - 307, Remote Sensing
  - 311–312, Seminars
  - 317, Perspectives on American Environmental History
  - 319, Africa: Problems and Prospects

Course Offerings

105f World Regional Geography
Surveys physical and human geographic patterns, providing a comprehensive background discussion of individual regions. Analyzes each region in terms of its environmental base and resource distribution, agricultural systems and rural development, population growth and characteristics, and patterns of urbanization and industrial growth.
Meets multicultural requirement; meets Social Sciences III-A requirement.
K. Barrett
2 meetings (75 minutes), plus fourth hour (60 minutes); 4 credits; enrollment limited to 40

204s Human Dimensions of Environmental Change
(Same as Geology 204s) Using case studies from Africa, Asia, North and South America, and Europe, this course examines the interactions between human institutions (such as political and economic structures, science and technology, class and gender systems, and cultures) and the environmental/earth systems that provide their contexts and have been impacted by them. The course will provide a forum to analyze the environmental consequences of a variety of land-use systems, resource use, and development projects and explore possible alternative strategies of human-environment relations that could create a balance between human needs and environmental constraints.
Meets multicultural requirement; meets Social Sciences III-A requirement.
G. Kebbede
1 meeting (3 hours); 4 credits

205f Mapping and Spatial Analysis
Provides a comprehensive introduction to maps, including their design, compilation, and computer production. Introduces students to the principles of abstracting the Earth's surface into spatial databases using GIS, remote sensing, and Global Positioning Satellites.
Does not meet a distribution requirement.
The department
2 meetings (75 minutes); 4 credits; enrollment limited to 20

***206s Political Geography**
Systematically studies political phenomena and their geographic expression, at a variety of spatial scales—national, regional, and international. Major themes include nation-state formation; boundary, territory, and ethnic issues; regional blocs and spheres of influence; and conflicts over access to and use of resources.
Meets Social Sciences III-A requirement.
G. Kebbede
2 meetings (75 minutes); 4 credits; enrollment limited to 40

***209s Women and the Environment**
(Same as Environmental Studies 209s and Gender Studies 212s) Examines the complex factors that shape different women's interactions with and on behalf of the environments and communities in which they live. Drawing on diverse cultural, national, and disciplinary backgrounds, this course explores women's theories and practices regarding: ideas of nature, ecofeminism, children's health and welfare, resource and land-based systems, human rights and social justice, wildlife preservation and animal rights, toxins and environmental health, sustainable development, and global environmental change.
Does not meet a distribution requirement.
G. DiChiro
2 meetings (75 minutes); 4 credits; enrollment limited to 20

210f Political Ecology
This course examines political, economic, cultural, and ecological factors that help shape human-environment interactions. It probes the influence of civic, state, corporate, and transnational institutions on environmental change by examining debates about environment and development, cultural perceptions of nature and natural resources, and the uneven distribution of environmental "goods" and "bads." Case studies draw on local and international issues in the context of globalization including: agriculture and the global food system, health disparities and globalized industrial development, local impacts of climate change, water distribution and access, and sustainable development policies.
Meets Social Sciences III-A requirement.
G. DiChiro
2 meetings (75 minutes); 4 credits; enrollment limited to 25

***211f Geographic Information Systems**
In this comprehensive introduction to the theory and technology of geographic information systems (GIS), students are introduced to basic raster and vector data structures, spatial database design, attribute database processing, and the role they play in a GIS. This is a studio-based class that uses the MHC campus as a GIS database exploration.
Meets Science and Math II-B requirement.
The department
Prereq. Geography 205 or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 16

***213f Geography of Europe**
The human geography of western Europe has changed substantially since the 1960s. Enlargement of the European Union (EU) symbolizes a greater sense of European identity, but at the same time important regional differences have reemerged and strengthened. Evaluating the viability of the EU first requires understanding the physical, economic, and political geography of the member states. This course offers the opportunity to focus on the common characteristics and shared problems of the member countries to better assess the future prospects and problems of the community.
Does not meet a distribution requirement.
The department
4 credits

214f Geography of South Asia: India, Pakistan, Bangladesh, and Sri Lanka
The region is studied in terms of its physical, cultural, and political geography. Emphasis is given to the numerous ways in which the peoples of South Asia have adapted to and utilized their local environments, the reasons for varying patterns of population growth throughout the region, and the environmental impact of economic development programs.
Does not meet a distribution requirement.
G. Kebbede
1 meeting (2 hours); 4 credits

215s Geography of the Middle East and North Africa
In this course, the Middle East and North Africa are studied in terms of their physical, cultural, economic, and political geography. Emphasis is placed on the environmental conditions and ecological evolution, population and demographic characteristics, the resource base and major problems in the social, political, and economic transformation of the region.
Meets Social Sciences III-A requirement.
G. Kebbede
4 credits

***217s The African Environments**
The course provides an integrated analysis of biogeography, environmental change, and hydrology within each of the biomes found in the African continent: forest, savanna, desert, coast, wetland, mountain, and Mediterranean environments. It also discusses the impact and significance of human activity on African environments by exploring debates about soil erosion, desertification, biodiversity and depletion, and conservation and development.
Meets multicultural requirement;
meets Social Sciences III-A requirement.
G. Kebbede
1 meeting (3 hours); 4 credits; enrollment limited to 40

224f Atmosphere and Weather
In this course we will learn weather forecasting skills. This will involve examining weather observations, satellite and radar images, surface and upper-air weather charts, and predictions made by computer models. Along the way we will have an opportunity to learn some atmospheric dynamics and gain an understanding of the Earth's radiation budget. Topics will include severe weather, hurricanes, and winter precipitation.
Meets Science and Math II-C requirement.
P. Batra
Prereq. high school earth science or any 100-level natural science course; 3 meetings (50 minutes); 4 credits; enrollment limited to 15

***225f Evolution of North American Landscapes**
(Same as Geology 225f) The landscapes of Earth are the result of complex processes and have evolved dramatically since the planet's formation over 4.5 billion years ago. In this course we examine the geologic evolution of the North American continent and its natural features. Using narrative descriptions, scientific articles, maps, photographs, and videos, in addition to the texts, we tour North America and explore the origin and anatomy of its landscapes, including national parks and monuments. We then consider how the geologic setting or physical environment influenced human exploration and settlement of the continent.
Does not meet a distribution requirement.
L. Savoy
Prereq. high school earth science or any 100-level geology course or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph or permission of instructor; 1 to 4 credits

***304f Selected Problems in Regional Geography**
Planning and the Environment
As development continues to put pressure on the environment, increased interest in planning at the local and regional levels of government is seen as a grassroots approach to environmental management. This seminar examines successful and innovative approaches used by planning agencies to monitor and protect the environment. Topics include town and regional master plan development, zoning, land evaluation and site assessment studies, growth management, and wetland conservation.
Does not meet a distribution requirement.
The department
Prereq. Geography 204; 1 meeting (3 hours); 4 credits; enrollment limited to 15

307s Remote Sensing
(Same as Geology 307s) This course presents the fundamentals of digital analysis of aerial satellite imagery. Students are introduced to the characteristics of Earth images and learn to make qualitative and quantitative assessments of multispectrum and satellite data. Basic photo interpretation exercises are complemented with computer analysis of satellite data for land use and land cover analysis, vegetation stress analysis, and urban hydrology.
Meets Science and Math II-B requirement.
K. Barrett
Prereq. Geography 205; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 12

***311f Seminars**
These seminars present selected topics in geography that reflect contemporary problems, current geographical ideas, philosophical and methodological trends in geography, and/or the history and development of geographical thought.

**Third World Development*
Offers an interdisciplinary perspective on social, economic, and political features of contemporary development in Africa, Asia, and Latin America, regions referred to as the Third World or the South, and provides an introduction to theoretical origins and definitions of economic growth, development, and underdevelopment. It then addresses more specific aspects of development such as trends in population growth, migration, and urbanization; agrarian change; livelihood strategies and aspects of social welfare such as health, education, and

shelter; poverty and the environment; and external economic relationships. The latter part of the course draws extensively on selected case studies.
Meets multicultural requirement; meets Social Sciences III-A requirement.
G. Kebbede
Prereq. jr, sr, 4 credits in department and 4 credits in related social sciences at 200 level or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

312s Seminars
These seminars present selected topics in geography that reflect contemporary problems, current geographical ideas, philosophical and methodological trends in geography, and/or the history and development of geographical thought.
Meets Social Sciences III-A requirement.
The department
Prereq. soph, jr, sr, or permission of instructor; 4 credits; enrollment limited to 20

319f Africa: Problems and Prospects
(Speaking-intensive course) This course intends to offer an interdisciplinary perspective on selected contemporary development problems in Africa south of the Sahara. Central to the course will be an examination of the social, economic, and political consequences of colonialism, the physical resource base and ecological crisis, agrarian systems and rural development, gender relations and development, urbanization and industrialization, and the problems and prospects of regional cooperation and integration.
Does not meet a distribution requirement.
G. Kebbede
Prereq. jr, sr, soph with permission of instructor; 4 credits in department and 4 credits at the 200 level in geography or related social science; 1 meeting (3 hours); 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of instructor; 1 to 8 credits

Geology

Professors Dunn, Kebbede, McMenamin, Werner (on leave 2007–2008); Associate Professors Markley, Millette (on leave 2007–2008); Visiting Assistant Professors Barrett, Batra.

Contact Persons

Steven Dunn, *chair*
Cecile Vasquez, *senior administrative assistant*

The geology major provides students with an understanding of Earth processes, properties, and history, with an emphasis on the structure of Earth as a planet and on the feedback between life processes and the evolution of Earth's environments through time. Geology considers the properties of the lithosphere, atmosphere, hydrosphere, and biosphere, how they came to be, and where they are headed under the influence of human-induced environmental change. The study of geology gives students an excellent blend of field activities, mapping and quantitative skills, and experience with three-dimensional visualization.

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

- Three of the following five 200-level core courses:
    - Geology 202, History of Earth
    - Geology 203, Surface Processes
    - Geology 215, Earth Systems Science
    - Geography 204, Human Dimensions of Environmental Change
    - Geography 205, Mapping and Spatial Analysis
    - Environmental Studies 200, Environmental Science
- Geology 201, Rocks and Minerals
- Geology 322, Petrology and Petrography
- Geology 324, Stratigraphy-Sedimentology
- Geology 333, Structural Geology and Orogenesis
- 8 additional credits at the 200 level or above

Current and potential majors are urged to consult with department advisors. A summer field course may count for 4 to 6 credits at the 300 level. Other geology courses in the Five Colleges may also apply toward the major.

We encourage students considering graduate work or professional employment in earth sciences to take as many courses as possible in the cognate sciences (chemistry and physics) and mathematics (through calculus). We strongly recommend a summer field course in geology.

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Any 100-level geology course
- At least 16 credits at the 200 level or above. At least 4 of these must be at the 300 level.

Teacher Licensure

Students interested in pursuing licensure in the field of earth science can create a special earth science major and combine this course work with a minor in education. For specific course requirements for licensure in earth science within the field of geology (and related disciplines), please consult your advisor or the chair of the earth and environment department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate programs chapter and Ms. Bell in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the

literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Course Offerings

100s Physical Geology
From earthquakes to landscapes, minerals to glaciers, this course introduces the surficial and internal processes of the earth. Labs focus on rock identification, map reading, and the rich geologic history of both the Grand Canyon and the Connecticut Valley. Grades depend on in-class exams, weekly lab exercises, and a lab quiz. At the end of this course, students will be able to interpret the geology of their surroundings when traveling to new places and understand how geologic setting influences how people live.
Meets Science and Math II-B requirement.
M. Markley
2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 60; preference given to first- and second-year students

101f Environmental Geology
Our existence is greatly affected by changing environmental conditions. Some of these changes are "natural" (floods, earthquakes), but many directly result from human mismanagement (groundwater contamination, acid rain, the greenhouse effect). Although some of these problems are of local concern, an increasing number are of global scale. In this course, students develop an appreciation for the way the Earth's environment affects our lives. In the laboratory, students learn techniques to recognize and interpret environmental hazards and develop strategies to address environmental problems.
Meets Science and Math II-B requirement.
P. Batra
2 meetings (75 minutes), 1 lab (3 hours), field trips; 4 credits; enrollment limited to 60; 25 spaces allocated to first-year students

102s History of Life
Interrelations between life processes and Earth's crust and atmosphere create the geology of the planet. Using both the rock and fossil record, we will study the origin and evolution of life, the history of continents and oceans, and the diversification of complex life forms. Laboratory and field trips emphasize identification and analysis of sediments, rocks, and fossils.
Meets Science and Math II-B requirement.
M. McMenamin
2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 25

115s Convergence in Geologic Time
(Writing-intensive course; first-year seminar)
This course will introduce students to recent advances in the study of convergent evolution in the history of life. In this class we will study the fossil record of convergent evolution using actual fossils and will also consider the likelihood of ancient convergence using simple computer models. The class will focus on helping students to read, write, discuss, and think clearly. Students will receive a broad survey of a wide variety of disciplines. This course is particularly well suited for first-year students.
Does not meet a distribution requirement.
M. McMenamin
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

201f Rocks and Minerals
In this course you will learn to recognize the common rock-forming minerals and principal rock types, and to understand their origins, properties, associations, and geological significance. Observational skills and hand sample identification will be emphasized in lab and on field trips.
Meets Science and Math II-B requirement.
S. Dunn
Prereq. high school earth science and high school chemistry, or any 100-level geology course; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

202s History of Earth
(Speaking- and writing-intensive course)
This course explores major events in the past four billion years of earth history, the interaction of earth systems, and the design and testing of earth science theories. Some topics covered are: ice ages and greenhouse atmospheres, continental drift, the nature of the sedimentary rock record, extinctions and

radiations of flora and fauna, the early evolution of earth, and absolute and relative dating of rocks. Final grades depend on class and field trip participation, oral presentations, short papers, computer labs, and quizzes on the geologic time scale.
Meets Science and Math II-B requirement.
M. Markley
Prereq. high school earth science or any 100-level geology course or permission of instructor; 2 meetings (75 minutes); 1 lab (3 hours); 4 credits

***203f Surface Processes**
The surface of the Earth is a history book of past environmental change. Every hill and valley, every erosional feature, every deposit is the result of processes acting at the Earth's surface. In this course we study these processes (e.g., glaciers, rivers, slopes, coastlines, windblown sand, frozen ground, cave formation, soil development) to better understand how they work and to understand the resulting landforms and deposits. Armed with this knowledge we can then observe different landforms and deposits and infer past process (environments of deposition). Fieldwork and trips allow students to explore firsthand the processes that have created and modified the Earth's surface.
Meets Science and Math II-B requirement.
A. Werner
Prereq. Geology 100 or 101; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 11

204s Human Dimensions of Environmental Change
(Same as Geography 204s) Using case studies from Africa, Asia, North and South America, and Europe, this course examines the interactions between human institutions (such as political and economic structures, science and technology, class and gender systems, and cultures) and the environmental/earth systems that provide their contexts and have been impacted by them. The course will provide a forum to analyze the environmental consequences of a variety of land-use systems, resource use, and development projects and explore possible alternative strategies of human-environment relations that could create a balance between human needs and environmental constraints.
Meets multicultural requirement; meets Social Sciences III-A requirement.
G. Kebbede
1 meeting (3 hours); 4 credits

215s Earth System Science
This course is an interdisciplinary introduction to the processes, interactions, and evolution of the Earth's biosphere, atmosphere, geosphere, and hydrosphere. We will investigate how the Earth system has changed over geologic time, as well as how humans have affected and are affecting it. Some topics include global warming, biodiversity, and the Gaia hypothesis.
Does not meet a distribution requirement.
P. Batra
2 meetings (75 minutes); 4 credits

223f Planetary Science
(Same as Astronomy 223fs) An introductory course for physical science minors and majors. Topics include origin and evolution of the planets; planetary orbits, rotation, and precession; gravitational and tidal interactions; asteroids, comets, and planetary rings; meteorites; interiors and atmospheres of the Jovian and terrestrial planets; geology, tectonics, and mineralogy of the terrestrial planets and satellites; new data from Mars Pathfinder, Lunar Surveyor, and current NASA missions.
Meets Science and Math II-C requirement.
M. Dyar
Prereq. any physical science course; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

***225f Evolution of North American Landscapes**
(Same as Geography 225f) The landscapes of Earth are the result of complex processes and have evolved dramatically since the planet's formation over 4.5 billion years ago. In this course we examine the geologic evolution of the North American continent and its natural features. Using narrative descriptions, scientific articles, maps, photographs, and videos, in addition to the texts, we tour North America and explore the origin and anatomy of its landscapes, including national parks and monuments. We then consider

how the geologic setting or physical environment influenced human exploration and settlement of the continent.
Does not meet a distribution requirement.
L. Savoy
Prereq. high school earth science or any 100-level geology course or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

***226fs Ocean Environments**
Because more than 70 percent of our planet is covered by ocean water, the study of marine systems is crucial to our understanding of the Earth. In this course, we will examine chemical, physical, geological and biological processes in the oceans at a variety of scales in time and space. Along the way, we will explore how the Earth's oceans formed, how they provided the foundations for life, and how they continue to control weather and climate, stabilize global chemical cycles, interact with the terrestrial environment, and give us access to valuable resources. Field trips will augment the other course activities and materials.
Does not meet a distribution requirement.
M. McMenamin
2 meetings (75 minutes); 4 credits
Note: *Does not normally meet Science and Math II-B requirement, but may be arranged with permission of instructor.*

***227s Groundwater**
As population and development increases, the demand for and the contamination of ground water supplies also increases. This course focuses on water at the surface and in the subsurface, how it moves, how it can be exploited, how it can be protected, and how ground water contamination can be evaluated. Weekly problem sets and labs are an important part of this course along with a ten-page term paper and an oral presentation.
Meets Science and Math II-B requirement.
A. Werner
Prereq. high school earth science or any 100-level geology course; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 11

***240s Geological Resources and the Environment**
This course is a survey of the geology of important mineral deposits and energy resources, the factors that govern the economics of their production, and the environmental implications of their exploitation.
Meets Science and Math II-C requirement.
S. Dunn
3 meetings (50 minutes); 4 credits

***250s The Biosphere**
(Speaking- and writing-intensive course; same as Environmental Studies 250) The biosphere has a pronounced geochemical influence on the Earth; indeed, life has been called the greatest geological force. In this course, we will study the chemistry of life through geologic time and examine its influence on the formation and weathering of rocks, on the composition and temperature of the atmosphere, on the accumulation of gas hydrates and other hydrocarbon resources, and its role in the initiation of naturally occurring, water-mediated nuclear reactors. We will also take a close look at the Biosphere concept of Vladimir Vernadsky, the Gaia hypothesis, and Hypersea theory, and the ways in which these concepts inform our understanding of life's geological impact.
Meets Science and Math II-C requirement.
M. McMenamin
2 meetings (75 minutes); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph and permission of instructor; 1 to 4 credits

307s Remote Sensing
(Same as Geography 307s) This course presents the fundamentals of digital analysis of aerial satellite imagery. Students are introduced to the characteristics of Earth images and learn to make qualitative and quantitative assessments of multispectrum and satellite data. Basic photo interpretation exercises are complemented with computer analysis of satellite data for land use and land cover analysis, vegetation stress analysis, and urban hydrology.

Meets Science and Math II-B requirement.
The department
Prereq. Geography 205; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 12

316f Scanning Electron Microscopy
(See Biological Sciences 316f)

***317f Perspectives on American Environmental History**
(See Geography 317f)

***321f Paleontology**
This course takes a careful look at the fossil record, emphasizing the history and evolution of the marine biosphere; the recognition, distribution, and significance of faunas and their environments through geologic time; and the paleoecologic significance, evolutionary relationships, and biostratigraphic importance of major groups of fossil-forming organisms. Several local field trips, including one weekend excursion.
Meets Science and Math II-B requirement.
M. McMenamin
Prereq. Geology 102, 202, Biological Sciences 225, or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

322s Igneous and Metamorphic Petrology
Studies mineralogical and chemical compositions, classification, genesis, and mode of occurrence of volcanic, plutonic, and metamorphic rocks. Special attention paid to the relationships between rock-forming processes and global plate tectonics. Laboratory study of representative rock suites in hand specimen and thin section, introduction to analytical techniques, and one or more field trips.
Does not meet a distribution requirement.
S. Dunn
Prereq. Geology 201 or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

324f Stratigraphy-Sedimentology
This course is an interpretive study of sediments, sedimentary rocks, and processes of sedimentation. Principles of stratigraphic analysis and correlation of sedimentary sequences are presented, as are interpretations of modern and ancient environments, paleogeography, and paleoclimate. A variety of techniques are introduced in laboratory exercises and field trips.
Meets Science and Math II-B requirement.
M. McMenamin
Prereq. any 200-level geology course or Geology 102 or permission of instructor; 2 meetings (75 minutes); 1 lab (3 hours); 4 credits

***326s Seminar: Climate through Earth History**
From the geologic record we know that the Earth's climate has changed markedly through time, throwing the planet into periods of prolonged warmth as well as in and out of Ice Ages. Long-term changes can be related to plate tectonic and oceanic changes, whereas, orbital changes, changes in atmospheric chemistry, and solar variability appear to drive high-frequency changes. This course reviews what we know about past climate change and the factors that caused it, and ends with a discussion of the science behind global warming.
Does not meet a distribution requirement.
A. Werner
Prereq. any 200-level geology course or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***330fs Seminar: Topics in Astrophysics**

**Asteroids*
(See Astronomy 330f(01))

**Mars*
(See Astonomy 330f(02))

**Spectroscopy of the Planets*
(See Astronomy 330s)

**Supernovae and the Fate of the Universe*
(See Astronomy 330s(02))

333f Structural Geology and Orogenesis
This course covers the basic techniques of field geology, structural analysis, and multidisciplinary approaches to mountain building (orogenesis). Lectures concentrate on field techniques, stress, strain, faulting, folding, rock strength, the relation between rock deformation and metamorphism, and deformation mechanisms. Five labs are field trips that involve data collection. Short problem sets emphasize quantitative skills. During the final weeks of the semester, two

oral presentations emphasize fluency in the published literature of structural geology; the final assignment is a paper. This course is normally taught every other year.
Meets Science and Math II-B requirement.
M. Markley
Prereq. any 200-level geology course or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

342s Geology 2008
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.

Spring 2008: The "cutting edge" of the geosciences is a moving target as technological and theoretical advances lead to ever more powerful investigative methods and concepts. This seminar will use current publications to explore contemporary geological research. Active participation and one research paper with presentation required.
Does not meet a distribution requirement.
S. Dunn
Prereq. 8 credits of geology at the 200 level; 1 meeting (3 hours); 4 credits; enrollment limited to 15

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, and permission of instructor; 1 to 8 credits

German Studies

The major in German studies is administered by the Department of German Studies: Professors Davis (*chair*), Remmler; Senior Lecturer Van Handle.

Contact Persons

Gabriele Wittig Davis, *chair*
Carmen Sullivan, *senior administrative assistant*

German Studies Web Site

http://www.mtholyoke.edu/acad/germ/

The Department of German Studies offers a program that promotes an understanding of the connections between language and its larger cultural contexts, including economics, science, history, politics, film, art, music, and philosophy in addition to literature. Language learning in our program emphasizes at all levels the interrelationship between language and culture. We encourage students to integrate their interest in other subjects with their study of German.

All department members have Ph.D. training in interdisciplinary German studies as well as German literature. All department faculty participate in a wide range of interdisciplinary programs. Our courses, therefore, contribute to such programs as critical social thought, European studies, film studies, gender studies, and Jewish studies. Furthermore, there are many experts in German area studies in related Mount Holyoke (and Five College) departments whose courses form part of our German studies programs. We strongly recommend that students take courses in German history, philosophy, politics, art, music, film, and other fields related to German and European culture.

Our entire curriculum, then, aims at the study of the German language within its cultural and historical contexts and is adapted to the individual student's background, style, and pace of learning. To facilitate such learning, the department creatively employs the use of technology, such as multimedia, interactive video conferencing, and the World Wide Web, throughout its curriculum, from elementary courses to advanced seminars. On the one hand, this technology brings German culture to campus for those who cannot (yet) live and study in Germany. On the other hand, it enables students here to interact directly on class content material with people thousands of miles away—both fellow students and experts.

Classes focus on interpersonal communication: among students and with the instructor, and among students and peer assistants from Germany. From the beginning, students learn strategies for understanding "real" German speakers in a variety of contexts, on many levels, and in diverse situations. In "live laboratory" sessions, student assistants from Germany provide opportunities for informal conversations with peers. All classes are conducted in German, except first-year seminars and 231. However, students in these courses may receive credit toward the German studies major or minor by enrolling in a complementary 2-credit speaking and writing course (normally German 232).

German studies majors graduating from Mount Holyoke College have used the analytical, cultural, and linguistic competence they acquired to pursue a wide range of careers in international affairs, banking, business, publishing, journalism, radio and television broadcasting, law, government, education, and medicine and other sciences. A loyal network of alumnae helps current students acquire internships and enter career paths in these fields, both in German-speaking countries and the U.S. Many of these alumnae continued their studies in German and other fields at the best graduate and professional schools in the United States and abroad.

The major in German studies, therefore, integrates the development of language skills with the study of the social, economic, and cultural conditions and developments of the

German-speaking countries, Germany, Austria, and Switzerland, both in the past and present.

Requirements for the German Studies Major

Credits

- A minimum of 40 credits, of which at least 20 must be at the 300 level
- Three of the five 300-level courses must be taken in the Department of German Studies, the other two courses in one or more related fields. Please consult with the chair or your advisor when choosing courses in related departments or programs.

Courses

- Majors must earn a minimum of 32 credits in the Department of German Studies, including:
    - 221 *and* 222 or 223
    - At least three courses at the 300 level, including the senior seminar, German Studies 325, to be completed during the spring semester of their senior year
- Courses in translation (231) are not normally part of the minimum major of 32 credits within the department, unless students at a minimum read German texts in the original and write their papers in German.

Other

- As culture is constructed and expressed through language, students are expected to conduct their work in the department and as much work as possible outside the department in the German language.

In conjunction with their advisors, students plan an individualized program of study suited to their interests and backgrounds. To ensure breadth of background and context, we strongly encourage students to include at least one course each relating to the eighteenth, nineteenth, and twentieth centuries. To ensure depth, they must focus on a specific topic, period, or century. Courses about Germany or Europe from outside the department may be selected from such fields as anthropology, art, critical social thought, economics, European studies, film studies, gender studies, history, international relations, Jewish studies, music, politics, philosophy, psychology, religious studies, sociology, and theatre arts. Students should focus their work in these courses on issues relating to German-speaking countries and consult with the department to choose appropriate courses.

At this point, the culture studies major in German does not count as an interdisciplinary major. Students therefore also need to complete a minor to fulfill the College's "outside the major" requirement (see p. 7).

Requirements for the Minor

The minor in German studies is intended to provide a focused introduction to the language and culture of German-speaking countries.

Credits

- A minimum of 16 credits beyond German Studies 201 and at least one 4-credit course at the 300 level. 395 may be substituted with permission of the department.

Courses

- Courses in translation (231) may only count toward the minimum minor of 16 credits if students enroll in a complementary 2-credit section taught in German.

Teacher Licensure

Students interested in pursuing licensure in the field of German studies can combine their course work in German studies with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For more information, please consult your advisor, the chair of the German studies department, and the "Teacher Licensure" page on the German studies Web site: *http://www.mtholyoke.edu/acad/germ/certification.html*. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator

Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of German Studies and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Study and Internships Abroad in German-Speaking Countries

The junior year in Germany is open to both majors and nonmajors. *To be appropriately prepared for study in Germany, students who wish to participate should have studied German continuously, at least one course each semester, during their first and second years.* Majors spending the junior year in a German-speaking country with a program approved by the department and the study abroad office normally satisfy some of the minimum requirements of their major while abroad. By completing appropriate course work, including written work, students majoring in German may transfer the equivalent of one course per semester at the 300 level and additional credits at the 200 level. Minors spending the junior year in a German-speaking country with a program approved by the department may bring back the equivalent of one course at the 300 level and one course at the 200 level. The department recommends enrolling in German literature courses for no more than half of the total course load abroad.

Upon their return, students are strongly encouraged to participate in at least one course per semester in the department so faculty can evaluate students for graduate school and employment recommendations based on work done in the senior year.

The department has exchange programs with the Universities of Bonn, Leipzig, and Potsdam and will assist each student with selecting an individually appropriate study abroad program or with locating internship opportunities abroad. See the department's study abroad Web site for more details: *http://www.mtholyoke.edu/acad/germ/studyabroad.html.*

Our students frequently spend time abroad, either in conjunction with their junior year or separately, participating in diverse internship opportunities: in German investment banks or brokerage firms, science laboratories, hospitals, newspapers, intercultural agencies, schools, radio stations, museums, libraries, archives, and other places of professional interest to them.

Our graduating seniors have consistently been awarded such highly regarded national and international graduate fellowships as DAAD (German Academic Exchange Service), Fulbright, PAD (*Pädagogischer Austauschdienst*), Congress/Bundestag Fellowship for Young Professionals, Bundestag Internship Program (*Internationale Parlaments-Praktika Internship Programm*) in Berlin, CDS Emigré Parliamentary Internships, and internships with the European Union.

For New Students

Placement

The Department of German Studies will review the course selection of all entering students, taking into consideration school and AP records together with the answers to the questionnaire, which may be found on the Web at *http://www.mtholyoke.edu/acad/firstyear/language/germ.shtml* in the left-hand column, under "Foreign Language Questionnaire."

All students who plan to elect German in either semester must complete this questionnaire carefully. Final course placement will be based on the following considerations: the student's specific training in German, the results of the student's online placement exam, and scheduling possibilities. Students should take the online placement exam by August 31, 2006, if possible. It is available at *http://www.mtholyoke.edu/acad/germ/placement.* This site is password-protected; you'll need to type in the following username and password: username: deutsch; password: erfolg (use lowercase letters only).

Students contemplating spending all or part of their junior year in Germany should elect German in the first semester of their first

year, since two continuous years of German in college are normally required for junior-year programs in Germany.

Courses that satisfy the College language requirement *only* are designated as such. Other courses can satisfy either the language requirement or fulfill a Humanities I-A distribution requirement.

German Studies 100, the first-year seminar offered in the fall, and German 231, Topics in German Studies, are writing-intensive courses taught in English and are both open to beginning students. This year's 231 topic is Spectres, Monsters, and the Mind: The Gothic and Grotesque in Anglo-German Film and Fiction.

Course Selection

Students in Groups II–IV are required to take the online placement exam. As part of the placement process, they will be contacted for an interview in German after they arrive on campus in the fall.

Students may choose their courses according to the following guidelines, but all students are encouraged to consult with the chair of the department for more detailed information upon arrival on campus.

Group I: Students with no previous training in German, or with the equivalent of one year of study at the secondary school level, should elect German 101 or 104 in the fall, or German 103 in the spring. German 101f–102s is a yearlong Elementary German course; German 104f–204s is a yearlong Accelerated Elementary and Advanced Elementary/Intermediate German course. Three semesters (German 101 through 201) are covered in two semesters. German 103 in the spring is an intensive course that covers two semesters (one year) in one semester.

Group II: Students who have studied German for more than one year but for fewer than four years, or who feel they need a comprehensive review of grammar, should elect German 201.

Group III: Students with four or more years of study in German, or extensive experience living in a German-speaking country or speaking German, should ordinarily elect 221 or 222 or 223.

Group IV: Other students with previous training in German should consult with the department chair during the summer or in September for individual placement.

Suggested Sequences for the First Year

Group I (see above listings)

	Fall/Spring
101–102	Elementary German (yearlong course)
104–204	Accelerated Elementary German–Advanced German/Intermediate German (covers 101–102 and 201 material in two semesters)
	Spring only
103	Intensive Elementary German (covers 101–102 material in one semester)

Group II

	Fall/Spring
201	Intermediate German
221	Foundations of Contemporary Germany *or*
222	Germany Today *or*
223	Topics in German Studies: Fall 2006: Controversial Women: The Films of Contemporary Filmmaker Margarethe von Trotta (in any sequence)

Group III

	Fall/Spring
221	Foundations of Contemporary Germany *or*
222	Germany Today *or*
223	Topics in German Studies (in any sequence)

Group IV and/or Individual Placement

Please contact the department chair during the summer or in early September:

Tel.: 413-538-2294
Fax: 413-538-2635
Email: *german-d@mtholyoke.edu*

Course Offerings

100s First-Year Seminars
Spring 2008:Memories of War and Atrocity in Gemany and Japan
(Writing-intensive course; taught in English; first-year seminar) Cultural exchanges between German and Japanese peoples have taken place for over 400 years. What has triggered and sustained exchanges of cultural, social, artistic, and military traditions? How have these historical exchanges affected the remembrance of World War II, the Holocaust, and Hiroshima/Nagasaki in postwar narratives of both national cultures? We focus on the process of remembering war and atrocity as expressed in memoirs and fictional prose by Japanese and German-speaking writers in order to explore the politics of memory within transnational perspectives.
Meets Humanities I-A requirement.
K. Remmler
Prereq. fy or permission of instructor; 2 meetings (75 minutes); no knowledge of German required; 4 credits; enrollment limited to 25

**100(02) Memories of War and Exile: The Second World War in Photographs, Memoirs, and Fiction*
(First-year seminar; writing-intensive course; taught in English) We will explore the documentation of war through images and text with emphasis on the Second World War. How do civilians, soldiers, resisters, survivors, victims, and emigres directly affected by war remember the experience of war? What is the impact of war on emigrants forced into exile? How is war remembered by nations, institutions, and social groups in Western culture through myth, imagination, and fiction? This course focuses on the memory of the war experience in Germany and France with special emphasis on the impact upon European refugees at Mount Holyoke College. Readings include essays on the role of memory in shaping culture, archival material, and literary accounts of war.
Meets Humanities I-A requirement.
K. Remmler
Prereq. fy or permission of instructor; 2 meetings (75 minutes), 1 meeting (2 hours); 4 credits; enrollment limited to 15

101f–102s Elementary German
(Speaking-intensive course) This course introduces speaking, reading, and writing German. Cultural and literary readings, video materials, and World Wide Web resources dealing with everyday situations and experiences in the German-speaking countries will be used on a regular basis. Students complete online grammar, vocabulary, and culture exercises. Audiotapes and conversation sections with native speakers supplement class work.
Meets language requirement; does not meet a distribution requirement.
M. Lauer
4 meetings (50 minutes), 1 lab (50 minutes); 8 credits
Note: *See department for placement if you have not taken German 101 at Mount Holyoke College.*

103s Intensive Elementary German
Two semesters in one. Practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of Web resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is spoken. Online grammar and audio exercises, as well as weekly conversation sessions with an assistant from Germany supplement class work.
Meets language requirement; does not meet a distribution requirement
D. Van Handle
4 meetings (75 minutes), 1 lab (50 minutes); 8 credits

104f Accelerated Elementary German
(Speaking- and writing-intensive course) Practice in speaking, reading, and writing German. Cultural and literary readings, video materials, and World Wide Web resources dealing with everyday situations and experiences in the German-speaking countries will be used on a regular basis. In the second semester discussion of texts by such authors as Friedrich Dürrenmatt, Erich Kästner, and Janosch, as well as focus on strategies that help students learn to read, write, and use vocabulary and grammatical structures more effectively. An additional weekly conversation session (50 minutes)

with a language assistant from Germany supplements class work.
Does not meet a distribution requirement.
A. Hildebrandt
3 meetings (75 minutes), 1 meeting (50 minutes), 1 lab; 6 credits
Note: *The combination of German Studies 104 and 204 constitutes three semesters of study in two semesters. Completion of the two-semester sequence is equivalent to completion of 101, 102, and 201. To fulfill the language requirement students must complete 204s.*

201f Intermediate German
(Writing-intensive course) This course emphasizes further development of contextual reading, writing, and speaking skills in German by focusing on strategies that help students learn vocabulary and use grammatical structures appropriately. Discussion of texts by such authors as Friedrich Dürrenmatt and Karin Gündisch. Special attention given to the study of German culture through use of Web resources. Course Web site: *http://www.mtholyoke.edu/courses/dvanhand/german201/fall2007/.*
Meets language requirement; does not meet a distribution requirement.
D. Van Handle, the department
Prereq. open to students who have previously studied German; 3 meetings (75 minutes), 1 lab (50 minutes); 4 credits

***203f Tutorial in German Grammar and Vocabulary I**
Intensive study of German grammatical structure and usage, designed to address individual needs. Focus on increasing proficiency in German grammar, improving writing and reading comprehension skills, and developing learning strategies. Only open to students concurrently enrolled in German Studies 201.
Does not satisfy a distribution requirement.
The department
Prereq. open to students who have previously studied German or permission of department; 1 meeting (75 minutes); 2 credits

204s Advanced Elementary/ Intermediate German
(Speaking- and writing-intensive course) Continuation of German Studies 104. Practice in speaking, reading, and writing German. Cultural and literary readings, video materials, and World Wide Web resources dealing with everyday situations and experiences in the German-speaking countries will be used on a regular basis. Discussion of texts by such authors as Friedrich Dürrenmatt, Erich Kästner, and Janosch, as well as focus on strategies that help students learn to read, write, and use vocabulary and grammatical structures more effectively. An additional weekly conversation session (50 minutes) with a language assistant from Germany supplements class work.
Meets language requirement; does not meet a distribution requirement.
A. Hildebrandt
Prereq. open to students who have previously studied German and permission of department; 3 meetings (75 minutes), 1 meeting (50 minutes), 1 lab; 6 credits
Note: *The combination of German Studies 104 and 204 constitutes three semesters of study in two semesters. Completion of the two-semester sequence is equivalent to completion of 101, 102, and 201.*

***209f *Die Grenzen meiner Sprache sind die Grenzen meiner Welt*: Reading and Speaking German I**
(Speaking-intensive course) Students engage in intensive practice in reading and speaking German, using texts selected according to each student's individual interest and academic focus. Students will develop reading strategies and improve their ability to converse colloquially and formally in German. We will utilize the Internet for newspaper, journal, and other sources discussing current political, economic, social, cultural, and historical issues in the German-speaking world. Participation in such speaking activities as presentations, role-playing and simulations, partner work, and small or whole group discussions. German assistants will provide opportunities for interaction with peers during course sessions.
Does not meet a distribution requirement.
G. Davis
Prereq. open to students who have completed a mid-level German course or permission of department chair; 1 meeting (1 1/2 hours); 2 credits

***210s *Die Grenzen meiner Sprache sind die Grenzen meiner Welt*: Reading and Speaking German II**
(Speaking-intensive course) This course offers intensive practice in reading and speaking German. Students work on developing reading strategies and on improving their ability to converse colloquially, idiomatically, and formally in German. Discussion of Internet texts dealing with current political, social, cultural, historical, and economic issues in the German-speaking world chosen according to student interest and academic focus. Participation in a variety of speaking activities such as presentations, role-playing and simulations, pair work, and small or whole group discussions. German assistants will participate in the teaching of the course.
Does not meet a distribution requirement.
The department
Prereq. open to students who have previously studied German and permission of department; 1 meeting (1 1/2 hours); 2 credits

***211s Creation and Production of a German Play**
(Speaking-intensive course) Students write and stage an original one-act play in German. Students develop proficiency in the language through reading several short stories by authors such as Friedrich Dürrenmatt, Bertolt Brecht, Doris Dörrie, and Judith Hermann, as well as theoretical writings on the theatre; students will then rewrite one of the short stories as a play. Students write a substantial essay describing how they applied the specific theories of the theater to their original adaptation. The play will be performed at the annual German Theatre Festival and Competition hosted each spring by Mount Holyoke College.
Meets either language requirement or Humanities I-A requirement.
D. Van Handle
Prereq. open to students who have previously studied German or permission of the department; 4 credits

***212s Studies in German Language and Composition**
(Speaking- and writing-intensive course) Written and oral expression are strengthened through essays, class discussion, and work with more advanced grammatical structures. Frequent use of Internet resources dealing with current political, social, economic, and cultural issues in German-speaking countries. One unit will focus on *Wirtschaftsdeutsch*, and students will learn how to write cover letters and résumés for internships and jobs. Students will participate in a *Web-Diskussionsforum* with students at a German university, prepare an oral report, and write a final paper or design a Web page as a final project. Meetings with a native German assistant for additional cultural insight and contextual conversational practice.
Meets either language requirement or Humanities I-A requirement.
D. Van Handle
Prereq. open to students who have previously studied German and permission of the department; 4 credits

214s Cross-cultural Learning: Studying in a German-speaking Country
This course will focus on cross-cultural communication and understanding, as well as issues of identity as they relate to study abroad in a German-speaking country. Emphasis on helping students prepare oral presentations and academic papers for a German-speaking university audience. A number of brief readings will address the challenges of moving across cultural boundaries. Use of media resources and the Web will also highlight everyday situations and practical concerns related to living and studying in a German-speaking context.
Does not meet a distribution requirement.
D. Van Handle
Prereq. Soph preparing for a year or semester of study abroad; 6 meetings (90 min.) during the second half of the semester; 1 credit

220fs German Conversation and Composition I
(Speaking-intensive course) This course will help students improve their written and spoken German and review important points of grammar and syntax. Readings range from popular culture to literary texts. Extensive use of films, multimedia, and Internet resources to supplement class discussion. Topics based on students' individual interests. Recommended for students in conjunction with German 211, 221, 222, or 241, or for those

who desire additional preparation before entering upper-level courses in the department.
Does not meet a distribution requirement.
M. Lauer
Prereq. open to students who have previously studied German or permission of the department; 1 meeting (75 minutes); 2 credits

221fs Foundations of Contemporary Germany: German Cultural Studies from the Enlightenment to the Present
(Speaking- and writing-intensive course)
This course examines historical, cultural, political, and social developments that continue to frame the debate surrounding German identity as Germany defines its place within Europe in the twenty-first century. We analyze, orally and in writing, diverse forms of texts, from literature, film, music, art, and the press. Main texts focus on such topics as the emergence of the German nation, Romantic art and music, Berlin in the Golden Twenties, contemporary multiethnic authors, and pop culture today. Students' individual fields of interest will guide interdisciplinary report assignment. Several essays and oral presentations.
Meets either language requirement or Humanities I-A requirement.
K. Remmler (fall); M. Lauer (spring)
Prereq. open to students who have completed an intermediate-level German course or permission of department; 2 meetings (75 minutes), 1 lab (50 minutes); 4 credits

222f German Culture Today
(Speaking- and writing-intensive course)
This course examines the cultural, political, and social developments from WWII to the present, focusing on contemporary German society. We will use various media including literature, newspapers, visual media, and Internet resources to discuss such topics as the German educational system, the impact of the EU and globalism on German society, contemporary film and theatre, and German youth culture and the influence of U.S. pop culture. Students are expected to do several written assignments and oral presentations. Reading assignments will be supplemented by audio, video, and Internet resources.
Meets either language requirement or Humanities I-A requirement.
M. Lauer
Prereq. open to students who have completed an intermediate-level German course, or permission of department; 2 meetings (75 minutes), 1 lab (50 minutes); 4 credits

223s Topics in German Studies
Introduces cultural, social, economic, and political developments in the German-speaking countries from the Middle Ages to the present. Topics include Germany within the EU; race and immigration; German art, architecture, and music; gender roles; contemporary East-West relations; and New German Cinema.

Spring 2008: Eighteenth to Twentieth-Century German Drama
(Speaking- and writing-intensive course)
This course focuses on German plays written between the late eighteenth and early twentieth centuries. We will consider each play in relationship to dramatic traditions in German drama and examine discourses on politics, history, ethics, and gender relations. Readings include: Friedrich Schiller, Gotthold Ephraim Lessing, Heinrich von Kleist, Friedrich Hebbel, Georg Büchner, Gerhart Hauptmann, Marieluise Fleißer.
Meets language requirement or Humanities I-A requirement.
A. Hildebrandt
Prereq. Open to students who have previously studied German and per permission of department; 2 meetings (75 minutes), 1 lab (50 minutes); 4 credits

**223 Controversial Women: The Films of Contemporary Filmmaker Margarethe von Trotta*
(Speaking- and writing-intensive course)
Award-winning contemporary filmmaker Margarethe von Trotta has created controversy both as a woman in a "male" domain and through her women protagonists. We study unconventional women who challenge their worlds and themselves, trying to forge a place in society and relationships which break through traditional patterns. The course also introduces basic film vocabulary and explores such cultural topics as lifestyle changes (in the comedy *Mit fünfzig küssen Männer besser*), German terrorism and the tabloid press (*The Lost Honor of Katharina*

Blum), love in divided Germany (*The Promise*), a women's boycott which saved their Jewish husbands (*Rosenstraße*), and the "secret" police (*Die andere Frau*).
Meets either language requirement or Humanities I-A requirement.
G. Davis
Prereq. open to students who have completed an intermediate-level German course, or permission of department; 2 meetings (75 minutes), 1 lab (50 minutes); 4 credits

***232fs German Tutorial: Literature and Culture in a European Context**
(Speaking-intensive course) Discussion in German of literary or expository texts and films covered in German studies courses taught in English translation. Focus on analyzing films and written texts and acquiring the appropriate terminology and reading/viewing strategies. Approaches to revising and editing papers written in German for German studies courses taught in English translation.
Does not meet a distribution requirement.
G. Davis
Prereq. normally open to students enrolled in German studies courses taught in English; majors/minors in the department should simultaneously enroll in both German Studies 232 and the respective German studies course taught in English to receive major/minor credit; 2 credits

295fs Independent Study
(Writing-intensive course)
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, or permission of department; 1 to 4 credits

301s Advanced Studies in German Language and Culture
(Speaking- and writing-intensive course) Offers intensive work in oral and written expression. Studies from different disciplines, newspaper and magazine articles, Web materials, and video- and interview tapes broaden comprehension of content and style. Materials based on individual needs and interests. Frequent papers, translations, and other exercises aim at improving written skills in German. Oral reports, written assignments, class discussion.
Meets either language requirement or Humanities I-A requirement.
D. Van Handle
Prereq. open to students who have completed at least 8 credits in the department in upper mid-level courses or beyond, or permission of department; 2 meetings (75 minutes); 4 credits; enrollment limited to 100

***307f Enlightenment and Classicism**
(Speaking- and writing-intensive course) Examines the major concepts and ideas of the Enlightenment and classicism, their contribution to and interaction with sociohistorical changes in German society. Special attention is paid to the development of gender roles and issues of race, the (re)definition of genres, the formation of a literary canon, and the advent of literary criticism. Readings include works and selections by such authors as Kant, Herder, Lenz, Lessing, Schiller, and Goethe.
Meets either language requirement or Humanities I-A requirement.
The department
Prereq. open to students who have previously studied German and permission of the department; 2 meetings (75 minutes); 4 credits

***310f Transgressions: The German Romantic Spirit**
(Speaking- and writing-intensive course) An investigation of Romanticism, "the most revolutionary and the most radical movement of the German spirit" (Thomas Mann) and its intricate ties to postmodern cultural movements. This course explores Romanticism as an interdisciplinary cultural and social phenomenon in eras of political unrest. We study such fundamental Romantic concepts and topics as irony, *Poesie*, *Volk*; the cult of night and death, gender roles, *Salonkultur*, nationalism, myth as history and utopia. A particular focus on issues of identity and the unconscious. Authors/filmmakers include Günderrode, Varnhagen, the Brothers Grimm, Fouqué, Kleist, von Arnim, Hoffmann, Schlegel; Bachmann, Arendt, Freud; Trotta, Rohmer.
Meets either language requirement or Humanities I-A requirement.

G. Davis
Prereq. open to students who have completed at least 8 credits in the department in upper mid-level courses or beyond, or permission of department; 2 meetings (75 minutes) or 1 meeting (2 1/2 hours); 4 credits

***311f Constructing German(y) 1800 to 1848: A Blueprint for the Twenty-first Century**
(Speaking- and writing-intensive; film studies component course) Highlights the dramatic cultural and political shifts from the Romantic worldview to post-Napoleonic reactionary regression and democratic political activism culminating in the Revolution of 1848. We investigate the impact of nineteenth-century ideas on twentieth-century writers and filmmakers, e.g., the youth culture of the early 2000s, the GDR resistance movement. We explore the concept of literature as an instrument for social change propagated by these groups, e.g., individual, gender, and sexual as well as political self-determination. Selection of fiction, nonfiction, and films by Marx, Büchner, von Droste-Hülshoff, Hebbel, Heine, Kleist, Rohmer, Stark, Ripstein, Fassbinder.
Meets either language requirement or Humanities I-A requirement.
G. Davis
Prereq. open to students who have previously studied German and permission of the department; 2 meetings (75 minutes) or 1 meeting (2 1/2 hours); 4 credits

***312f Realism and Reality: German Culture in the Age of the First German Unification (1871)**
(Speaking- and writing-intensive course) We focus on representations of the increasingly conflicted relationship between the individual's need for personal freedom and the demands of constricting social structures in an age of industrial growth and scientific optimism. We explore diverse texts from the age of "poetic" realism and the politically charged Gründerzeit and discuss issues of national and gender identity as Germany gains its political independence, Jewish Germans obtain citizenship rights, and the German women's movements garner strength. Authors and filmmakers may include Stifter, Keller, Storm, Fontane; Witt, Hansen, and such "makers of the twentieth century" as Marx, Nietzsche, and Freud.
Meets either language requirement or Humanities I-A requirement.
G. Davis
Prereq. open to students who have previously studied German and permission of the department; 2 meetings (75 minutes) or 1 meeting (2 1/2 hours); 4 credits

315f Topics in German Literature and Culture

Fall 2007: Behind the Berlin Wall: Culture and Politics in East Germany
(Speaking- and writing-intensive course) Seminar with a focus on GDR literature and film. We will investigate how East German authors and directors address topics such as National Socialism, socialist society, East German identity, and the deficiencies of East Germany. We will also examine discourses on memory, ethics, and gender relations. Readings include: Anna Seghers, Christa Wolf, Irmtraud Morgner, Günter Kunert, Christoph Hein, Heiner Müller, Jurek Becker, Sarah Kirsch, and Kerstin Hensel.
Meets language requirement or Humanities I-A requirement; fulfills a 300-level major requirement in the twentieth-century
A. Hildebrandt
Prereq. open to students who have previously studied German; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

**315s(01) BunTesdeutschland?: Immigration and Representations of Im/migrants in Film and Text*
(Speaking- and writing-intensive course; film studies core course) Focuses on key issues facing contemporary Germany as it attempts to integrate its large im/migrant population: such legal issues as the development of asylum, immigration, citizenship, and antidiscrimination laws and such cultural issues as the meaning of integration, the concept of *Leitkultur,* and the place of Islam in German society. We will study the various "waves" of post-1945 im/migrants including *Gastarbeiter, Aussiedler, Zuwanderer, Asylanten.* Literary and expository texts and films. Authors/filmmakers: May Ayim, Saliha Scheinhardt, Yoko Tawada, Emine Sevgi

Özdamar; Fatih Akim, Franco Brusati, Xavier Koller, Hans Magnus Enzensberger, Rainer Werner Fassbinder.
Meets Humanities I-A requirement.
G. Davis
Prereq. open to students who have previously studied German and permission of the department; 2 meetings (75 minutes); 4 credits

***319f Consequences of Modernity: German Culture 1900–1945**
(Speaking- and writing-intensive course) Intensive overview of German, Austrian, and Swiss culture against the backdrop of fin-de-siècle Vienna and the Habsburg legacy, Wilhelminian Germany, World War I, the Weimar Republic, the Third Reich, and the Holocaust. The course will address shifting conceptions and representations of national identity and the role of new media in responses to mass culture in literature, art, film, and music.
Meets either language requirement or Humanities I-A requirement.
The department
Prereq. open to students who have previously studied German; 1 or 2 meetings; 4 credits

***320s Culture after Auschwitz: Remembering, Mourning, and Forgetting in Contemporary German and Austrian Literature and Film**
(Speaking- and writing-intensive course) Contact German studies department for course description.
Meets either language requirement or Humanities I-A requirement.
The department
Prereq. open to students who have previously studied German and permission of the department; 2 meetings (75 minutes) or 1 meeting (2 1/2 hours); 4 credits

325s Senior Seminar
This seminar is designed to explore the complex nature of our field of inquiry. We explore such questions as: What does German studies mean? What is interdisciplinary work? What role does literature play in culture studies? What is the relationship between language and the construction of culture? What meanings have been attributed to the terms: "culture" and "civilization?" Texts from a variety of disciplines. Students compose term papers or Web projects on topics related to their major field(s) of interest.

Spring 2008: German Cultures of Memory in Global Contexts
(Speaking- and writing-intensive course; Film Studies course (core)) How do nations, groups, and individuals recall the past in order to situate themselves within local and global contexts of power? How do cultures of memory create multiple recollections of "the" past and to what purpose? In this seminar, we explore how German cultural memories emerge in literary texts, films, and artifacts; at memorial sites and architectural domains; and in theoretical literature pertaining to memory. Readings include works by Sigmund Freud, Maurice Halbwachs, Aleida Assmann and other cultural theorists, literary works by the late German author, W. G. Sebald, as well as case studies of public debates about the remembrance of the Holocaust and World War II.
Meets language requirement or Humanities I-A requirement.
K. Remmler
Prereq. open to students who have completed at least 8 credits in the department in upper mid-level courses or beyond, or permission of department; 1 meeting (2 1/2 hours) or 2 meetings (75 minutes); 4 credits
Note: *This course fulfills the nineteenth- or twentieth-century major requirement in German studies, depending on the topic of a student's semester project.*

331f Brecht in America: Hollywood, Broadway, and the Misunderstanding of Success
(Taught in English; see Theater Arts 350)
Note: *For credit towards the minimum German studies major/minor, students must also enroll in a 2-credit 295 independent study in the German studies department (taught by Mr. Teschke and/or a member of the German studies faculty), speaking, reading, and writing in German about the 331 material.*

395fs Independent Study
(Speaking- and writing-intensive course)
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, or permission of department; 1 to 8 credits

Courses Offered in Translation

These courses satisfy the distribution requirement for English literature or foreign literature in translation. It may also be possible to count these courses toward the German major or minor if students simultaneously enroll in a 2-credit complementary course in German, normally German 232.

***231s German Studies in a European Context**
These courses are taught in English and satisfy a Humanities I-A distribution requirement but not the language requirement. For credit toward the minimum major/minor in German Studies students must enroll in German 232 (2 credits) as well (and read, write about, and discuss selected materials from 231 in German).

**231 Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Literature*
(Taught in English) We study the phenomena of the "Gothic" and "Grotesque" in film and literature and the cross-cultural influences on their form. Texts and films include Mary Shelley's *Frankenstein* and the 1931 film classic starring Boris Karloff; Bram Stoker's *Dracula*, adaptations with actor Bela Lugosi, director Coppola, and German expressionist and New Cinema auteurs, Murnau and Herzog; Poe's *The Masque of the Red Death* and the 1964 film starring Vincent Price; Meyrink's *The Golem* and Galeen's impressionist film; Kafka's *Metamorphosis* and Nemec's film; and Dürrenmatt's *The Visit*, the films starring Ingrid Bergman and Anthony Quinn, and *Hyenes* (1991) by Senegalese director Ousmane Sembène.
Meets Humanities I-A requirement.
G. Davis
Prereq. no knowledge of German required; 2 meetings (75 minutes); 4 credits

History

The major and minor in history are administered by the Department of History: Professors Czitrom, Ellis, Garrett-Goodyear, Gudmundson, Lipman, McGinness (*chair*), Schwartz, Straw; Associate Professors Hanson, King, Morgan, Renda; Assistant Professors Datla, Sbaiti; Visiting Assistant Professor Gerhard.

Contact Persons

Holly Sharac, *senior administrative assistant*
Frederick McGinness, *chair*

Requirements for the Major

Credits

- A minimum of 36 credits, no more than half of which may be at the 100 level

Courses

- One course each from three different regions, chosen from the following: Africa, Asia (including the Middle East), Europe, Latin America, North America
- A minimum of three 300-level courses, to include: (1) one research seminar, taken in the department (any course numbered between 302–394); and (2) two additional 300-level courses, of which only one may be History 395.
- One course with substantial content in a period prior to 1750, indicated by a (p) at the end of the course description.

Other

- The major also includes a topical, chronological, or geographical concentration of four courses. (One concentration course may be from a field other than history, if the student otherwise meets the requirement of 36 credits for history.) The advisor must approve a statement of this concentration during the second semester of the student's junior year.

The department encourages students to pursue independent work at the 300 level during the senior year. Students who intend to pursue independent work in the senior year should plan to complete their research seminar during the junior year. Students interested in senior independent work, who also plan junior years at institutions other than Mount Holyoke College, will need to take special care to meet this requirement.

Requirements for the Minor

Credits

- A minimum of 20 credits (or 5 courses) in history

Courses

- One research seminar (300 level)
- In addition, four other courses above the 100 level

Teacher Licensure

Students interested in pursuing licensure in the field of history can combine their course work in history with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of history, please consult your advisor or the chair of the history department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the history department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Course Offerings

Foundation Courses

Foundation courses introduce history as a method of inquiry, analysis, and interpretation concerned with understanding the variety of past human experience and with communicating that understanding clearly. Some of the courses are conducted as seminars with limited enrollments to permit a concentration on the close reading and analysis of secondary and primary texts, and on the process of writing and revision. The substantial concentration on writing qualifies such seminars as writing-intensive courses.

**101f(01) Western Encounters with China*
(First-year seminar; writing-intensive course)
An examination of interaction between China and the West from the thirteenth century to the present, undertaken as both an introduction to the study of history and a writing-intensive first-year seminar. The course will focus on the experience of Westerners in China and their portrayals of the "Middle Kingdom" for Western audiences. We will see China portrayed as a paradise, a stunted backwater, and a menacing competitor, among many other portraits, and analyze how perceptions of China have changed over time. Readings include both primary and secondary sources. Three short papers and a longer final essay.
Meets Humanities I-B requirement.
The department
Prereq. fy only; 2 meetings (75 minutes each); 4 credits; enrollment limited to 15

100-Level Regional Surveys

The department's 100-level survey courses are designed both for students seeking an introduction to a particular geographic area new to them and, equally, for students wishing to pursue intermediate or advanced work in a particular field. Students interested in pursuing American or European history, for example, are advised to take the pertinent survey as preparation for more advanced work, just as those interested in Africa, Asia, or Latin America should take the survey in their chosen area of interest.

108f Middle East History from the Rise of Islam to the Ottomans
Survey of principal economic, social, cultural, and political features of the Middle East and North Africa from the late sixth through seventeenth centuries. Topics include: the rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law, and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities.
Meets multicultural requirement; meets Humanities I-B requirement.
N. Sbaiti
2 meetings (75 minutes); 4 credits; enrollment limited to 45

120f Ancient Greece and Rome
A survey of the political, social, and cultural history of Greece from the Bronze Age to Alexander, and Rome from the Tarquins to Constantine. We shall strive to recreate the entire experience of these peoples; their art, philosophy, and religion; their democratic and imperialist politics; the social dynamics of their clans and families; technology and trade. Special emphasis on the city-state and its meaning in Western history. Sources include Homer, Thucydides, Plato, Livy, Tacitus, various plays, trials, and laws. (p)
Meets Humanities I-B requirement.
F. McGinness
2 meetings (75 minutes); 4 credits; enrollment limited to 75

121s The Middle Ages: 300 to 1300
This course offers a survey of the politics, society, and daily life of medieval people, defining the medieval vision and analyzing its components: the legacies of Rome, the barbarians, and the Church as they affected political, social, economic, and cultural spheres. Topics include the growth of kingship, technology and feudalism, monasticism, popular culture, courtly love, and the image of women. (p)

Meets Humanities I-B requirement.
F. McGinness
2 meetings (75 minutes); 4 credits; enrollment limited to 75

124s History of Modern South Asia, 1700 to the Present
This course will explore the history of South Asia between the eighteenth century and the present. Using a combined chronological and thematic approach and against a historical canvas that engages such diverse issues as gender, political economy, conquest, resistance, state formation, economic exploitation, national liberation, and identity politics, the aim of this course is to interrogate the impact of British colonialism and South Asian nationalisms on the state, society, and people of the subcontinent. Using primary and secondary sources, we will address both the most significant historical moments of modern South Asian history and the historiographical debates that surround them.
Meets Humanities I-B requirement.
K. Datla
2 meetings (75 minutes); 4 credits; enrollment limited to 40

130s Introduction to Chinese Civilization: Traditional China
(Same as Asian Studies 101s) A survey of the social, political, and cultural world of premodern China. Emphasis will be placed on the evolution and contrasts of elite and popular culture and the nature of change in an agrarian state. Readings will be drawn from Confucian, Taoist, and Buddhist traditions, classical poetry and fiction, and the history of social and political movements. (p)
Meets multicultural requirement; meets Humanities I-B requirement.
J. Lipman
2 meetings (75 minutes); 4 credits; enrollment limited to 40

***131s East Asian Civilization: Modern China**
(Same as Asian Studies 102s) Studies the transformation of traditional China into a revolutionary society in the nineteenth and twentieth centuries. Topics include rural control and peasant rebellion, the synthesis of Chinese political systems with ideas and institutions from the West, development of capitalism and its fate, and the changing role of foreign powers in Asia.
Meets multicultural requirement; meets Humanities I-B requirement.
J. Lipman
2 meetings (75 minutes); 4 credits

133f Japan Since 1600
(Same s Asian Studies 133f) This course examines Japan's emergence in the nineteenth century from more than 200 years of self-imposed isolation, the process of political and economic modernization, and the attempt to find a secure and significant place in the Western-dominated world of the twentieth century. It focuses on the formation of a modern state, industrialization, Western imperialism and the rise of pan-Asianism, the Great Depression and the rise of military government in the 1930s, postwar Japan under U.S. military occupation, and problems of rapid economic growth in recent years.
Meets multicultural requirement; meets Humanities I-B requirement.
J. Lipman
2 meetings (75 minutes); 4 credits; enrollment limited to 40

***135s Modern Korea**
An introduction to Korean history since the fourteenth century. After a brief introduction to geography and premodern cultural forms, the course will survey the evolution of the Yi dynasty (1392–1910) in the religious, intellectual, and socioeconomic realms. The second half will focus on Korea's interaction with the Euro-American powers and the rising Japanese empire (nineteenth and twentieth centuries). We will examine the devastating effects of imperialism, colonial occupation, civil war, and long-term division, which have also enabled rapid economic development since the 1960s.
Meets multicultural requirement; meets Humanities I-B requirement.
J. Lipman
2 meetings (75 minutes); 4 credits

***140 Identity and Community in Early Africa**
(First-year seminar; speaking- and writing-intensive course) What made communities cohere and how did people understand their place in society in the African past? This class introduces African patterns and principles of social organization from limited associations such as clans or drums of affliction to the encompassing community of medieval Islam. Activities designed to give participants confidence in oral presentations begin with retelling oral narratives and culminate with a debate concerning the causes and consequences of the slave trade. This seminar will be taught in coordination with English 101, Into Africa. (p)
Meets multicultural requirement; meets Humanities I-B requirement.
H. Hanson
2 meetings (75 minutes); 4 credits

141s Violence and Social Change in Modern Africa
This course examines processes of change that have shaped modern Africa. It seeks to provide both the information and the conceptual tools necessary for an informed interpretation of African affairs presented (and not presented) by popular media. Using fiction, historical narratives, and a wide range of interdisciplinary sources, the class examines nineteenth-century interactions of Africans and Europeans and the nature of colonial conquest, economic and social change during the colonial period, and the emergence of postcolonial African societies.
Meets multicultural requirement; meets Humanities I-B requirement.
H. Hanson
2 meetings (75 minutes); 4 credits; enrollment limited to 35

150s Europe and the Atlantic World, 1300–1700
(Speaking- and writing-intensive course; same as Medieval Studies 101f(02)) This course inquires into several dimensions of European society and culture during the transition from principalities and fiefs to early modern states, from feudalism to capitalism, from serfdom to both free and slave labor. Equally important, however, will be comparison of western Europe with other Atlantic societies of these centuries and examination of consequences for Europeans, Africans, and Americans (north and south) of encounters among them. Using both voices from the period and recent scholarship about early modern Western and Atlantic societies, the course will look critically at the making and remaking of "Western" culture between the Middle Ages and the modern era. (p)
Meets multicultural requirement; meets Humanities I-B requirement.
F. McGinness
2 meetings (75 minutes); 4 credits; enrollment limited to 15

151fs Modern and Contemporary European Civilization
Surveys the major movements and developments in Europe during the era of European expansion and dominance—from the devastations of the Thirty Years War to the Second World War—and up to the current era of European Union. Topics include: the French Revolution and the birth of nationalism; the scientific and industrial revolutions; the modern history of international relations; imperialism, fascism, the Holocaust, the two World Wars, and the present and potential roles of Europe at the dawn of the twenty-first century.
Meets Humanities I-B requirement.
R. Schwartz (fall), J. King (spring)
2 meetings (75 minutes); 4 credits; enrollment limited to 60

161f British Empire and Commonwealth
An introduction to the history of the expansion, consolidation, working, and eventual disintegration of the modern British Empire in the nineteenth and twentieth centuries. We will examine this history with an eye to understanding the causes of empire, and its effects. Themes include formal and informal imperialism, the emergence of anti-colonial nationalism, the roles of gender and culture, and the legacies of British colonialism. We will discuss British attitudes and policies toward empire, and toward particular colonies, what role empire played in the growth of the British economy, in short, how

colonial ideologies and practices were shaped and in turn affected vast regions of the globe.
Meets multicultural requirement; meets Humanities I-B requirement.
K. Datla
2 meetings (75 minutes); 4 credits; enrollment limited to 45

170f American History, Precolonial through the Civil War
This course examines the diverse cultures and peoples—Indian, African, and European—that from the sixteenth to the nineteenth century, through combat and cooperation, forged North American societies. Topics include the indigenous societies of the Americas; the age of colonialism; slavery; the American Revolution; the creation of the American political system; expansion and industrialization; and the coming of the Civil War. (p)
Meets Humanities I-B requirement.
L. Morgan
2 meetings (75 minutes); 4 credits; enrollment limited to 40

171s The American Peoples since 1865
This class introduces the history of the United States from Reconstruction to the present. Our themes include: America's evolving relationship to the world; the evolution of racial, gendered, and class identities through work, politics, and culture; the growth of the federal government; and the changing meaning of politics and citizenship through social protest: the Old Left and the New Left, the civil rights movement, Women's and Gay Liberation movements, the New Right and the rise of the evangelical movement.
Meets Humanities I-B requirement.
J. Gerhard
2 meetings (75 minutes); 4 credits; enrollment limited to 40

180f Introduction to Latin American Cultures
(See Latin American Studies 180f)

200-Level Courses: Themes and Periods

These 200-level courses offer focused and intensive studies of particular times and places. They include a variety of courses, ranging from large survey courses to small, limited-enrollment reading courses or seminars. Open to sophomores, juniors, seniors, and also to first-year students with permission of the instructor.

***201 Great Debates in American History**
(Speaking-intensive course) A speaking-intensive course designed as an introduction to American history for students already possessing some background. Four seminal debates in American history will be studied in depth, and each student will be asked to prepare oral presentations that replicate the arguments made by historical figures. Possible topics: the trial of Anne Hutchinson (1636); the debate over the language of the Declaration of Independence (1776); the Lincoln-Douglas debates (1858); and the decision to drop the atomic bomb (1945).
Meets Humanities I-B requirement.
J. Ellis
2 meetings (75 minutes); 4 credits; enrollment limited to 30

205s The Romanovs: Triumph and Tragedy
(See Russian and Eurasian Studies 205s(01))

206f African Cities: Development Dreams and Nightmares in the Twentieth Century
African cities demonstrate the failure of models of development with the aim and ideal of industrialization. This course examines the empty promises of modernity through the lens of African urban history using fiction, film, and city archives. Beginning with Timbuctu and Cairo, the course explores the emergence and decline of trade entrepots, the rise of colonial cities, and the dilemmas of postcolonial economies and polities. Dar es Salaam, Nairobi, Kampala, Kinshasa, Harare, Johannesburg, Lagos, Accra, and Dakar are among the cities studied. Designed for those seeking only an introduction to development as well as those with further ambitions, it assumes no previous knowledge of Africa.
Meets multicultural requirement; meets Humanities I-B requirement.
H. Hanson
1 meeting (3 hours); 4 credits; enrollment limited to 100

209s United States Economic History
(See Economics 209s)

214f History of Global Inequality
(Community-based learning course)
Why are some nations so much richer and more powerful than others? This course demonstrates that global inequality is not natural; it has a history. Exploring patterns of exchange that developed among regions of the world over the past 600 years, we will ask about the role of power in the establishment of practices of production and exchange. We will explore how cross-regional productive systems benefited some participants at the expense of others. Having traced the consequences of unequal exchange over several centuries, we will ask how global trade and production would have to change for all participants to benefit equally. The course includes a community-based learning component.
Meets multicultural requirement; meets Humanities I-B requirement.
H. Hanson
2 meetings (75 minutes); 4 credits; enrollment limited to 35

217s The Crusades and the Making of Medieval Europe
(Same as Medieval Studies 217s) The medieval Crusades were a strange mixture of romantic sensibility, religious inspiration, and bloodthirsty xenophobia. How was it that Western Christendom was inspired to recover the Holy Land in 1099, coming face to face with two other great civilizations: Byzantium and Islam? What was the aftermath? Topics considered will include the exploration of violence in Eastern Europe, medieval pilgrimage to holy places and the idea of a "holy land," the structure and divisions within Islam, chivalric culture, and the idea of crusading martyrdom. (p)
Meets Humanities I-B requirement.
P. Healy
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***223 Religion and Politics in Modern India**
(Speaking- and writing-intensive course) The history of India has been singled out for its complex intermingling of religion and politics. This course will explore the constitution of religious identities in two of India's largest religious communities: Hindu and Muslim. Focusing primarily on the colonial period, we will discuss religious reform movements, communal violence, mass politics, and the partition of the subcontinent into the independent states of India and Pakistan. Throughout we will be interested in the ways that the colonial experience affected the religious thought and practice of Indians. Finally, we will explore the meanings of this history for the postcolonial workings of democracy and secularism in modern India.
Meets multicultural requirement; meets Humanities I-B requirement.
K. Datla
2 meetings (75 minutes); 4 credits; enrollment limited to 20

***225 The Roman Empire**
(See Classics 220)

***226 Sport, Society, and Politics in the Roman World**
(See Classics 226)

***228 Women in Antiquity**
(See Classics 228)

***230 History and Law**
An introduction to the study of history through law, using a comparative approach to group rights. Case studies, rooted in landmark court decisions and legislation, concern racial segregation in America before the civil rights era ("separate but equal") and in Europe during the Nazi era (the Nuremberg Laws, German "national groups" in the East), as well as Affirmative Action in America and attempts at promoting equality among national groups in Austria before the First World War.
Meets Humanities I-B requirement.
J. King
2 meetings (75 minutes); 4 credits

232fs Special Topics in Medieval History

Fall 2007

232f(01) Exploring Medieval Texts and Contexts
(See Medieval Studies 200f and English 214f)

232f(02) Early Ireland
Who were the Celts? Are any social and political institutions distinctively "Irish"? This class will trace Ireland from prehistoric times through the Norman conquest and colonization of Ireland in the later Middle Ages, focusing on continuities of settlement patterns, family structures, religious practices (both pagan and Christian), and cultural festivals. Sources include epics and myths such as *The Tain* and *The Voyage of Brendan*; various annals recording historical events; law codes, letters, saints' lives, and penitentials. (p)
Meets Humanities I-B requirement.
S. Hayes-Healy
2 meetings (75 minutes); 4 credits; enrollment limited to 25

Spring 2008

232s(01) Exploring Medieval Texts and Contexts
(See Medieval Studies 200s and English 214s)

**232(03) Introduction to Medieval Monasticism*
(See Medieval Studies 200)

**232(04) Medieval England*
(Same as Medieval Studies 200) The British Isles from the ancient Celts to the fourteenth century. Topics include Celtic culture, Roman Britain, early Christianity, Sutton Hoo and the invasions of the Anglo-Saxons, the Vikings, the birth of the English monarchy, the Norman conquest of England, Wales, and Ireland, Norman achievement in government and art, Cistercian monasteries, Richard the Lion-Hearted and the Crusades, the towns and their Jewish communities, King John, the Magna Carta and the development of Parliament, English Gothic, the beginning of Hundred Years' War, the Black Death, and the Peasants' Revolt of 1381.(p)
Meets Humanities I-B requirement.
F. McGinness
2 meetings (75 minutes); 4 credits; enrollment limited to 75

**232 Myth of the Dark Ages*
(See Medieval Studies 200)

240f The Holocaust in History
An attempt at understanding the Nazi-led assault on Europe's Jews. Course units include an exploration of origins, both German and European; an analysis of the evolving mechanics of genocide (mobile killing squads, death camps, etc.); comparisons (Germany proper vs. Poland, the Holocaust vs. other instances of state-sponsored mass murder); legal dimensions; and an introduction to the politics of Holocaust remembrance since 1945.
Meets Humanities I-B requirement.
J. King
2 meetings (75 minutes); 4 credits; enrollment limited to 60

241s African Popular Culture
This class uses popular music, dance, fiction, film, street art, bus slogans, newspapers, and other sources to document African interpretations of the decades since "flag independence" in 1960. We will let African musicians, writers, filmmakers, and artists direct our investigation of the big questions of the class: Why is the gap between rich and poor in African societies increasing? What is happening to gender relations? What do African people think of their political leaders and how do they imagine political situations might improve?
Meets multicultural requirement; meets Humanities I-B requirement.
H. Hanson
1 meeting (3 hours) plus fourth hour; 4 credits; enrollment limited to 100

***253 Late Medieval and Early Modern Europe**
**The Medieval Church*
A study of the Western Church from Late Antiquity to the High Middle Ages, focusing on changing beliefs and how ideals are manifest in institutions subject to secular forces. Topics: persecution and martyrdom, the imperial church, the rise of monasticism, sacral kingship, the symbiosis of church and state, heretics and witches, sexuality and the sacred—the peculiar "Medieval Vision" of reality. (p)
Meets Humanities I-B requirement.
C. Straw

Prereq. soph, jr, sr, some preparation in history or religion suggested; 1 meeting (3 hours); 4 credits

***255 Ideas and Society in Modern Europe**
**Ideas and Society in Modern Europe*
Victor Hugo's celebrated novel, *Les Misérables* (1862), will set the themes for a multimedia study of nineteenth-century France: class antagonisms, student and worker protests, and revolutions; nationalism and nation building; urbanization and the social problems of poverty, disease, and crime; romanticism, socialism, and republicanism; the rise of the novel, the newspaper, and print images. Two areas of investigation will be emphasized: 1) the representation of history in literature, print images, and films; 2) the use of multimedia technology to compare the representations with historical realities, with history as it was lived by nineteenth-century women and men.
Meets Humanities I-B requirement.
R. Schwartz
2 meetings (2 hours); 4 credits

**The Age of Enlightenment*
The Enlightenment has been cited as the intellectual birthplace of almost every modern movement from Marxism to democracy to imperialism. It has also been hailed as the birthplace of modern notions of freedom, individuality, and progress, and vilified as the basis of elitism, sexism, and racism in Western culture. This course will evaluate the Enlightenment and its impact on philosophy, politics, religion, and society in Western Europe, asking whether the priority placed on reason and progress has been beneficial or detrimental to our society.
Meets Humanities I-B requirement.
The department
2 meetings (75 minutes); 4 credits

**Revolutionary France*
For most of the eighteenth century, France had what appeared to be the strongest monarchy in Europe, so why did France explode into revolution in 1789? And why did France swing between revolution and dictatorship for a century after the French Revolution? How did the Enlightenment affect the politics of the revolutionaries? We will explore the cultural, social, and economic developments leading to the French Revolution, and why the tensions that led to revolution took so long to resolve. This will include an examination of the rise and fall of Napoleon and the French commune that followed. We will also consider the impact of the revolution and the Napoleonic wars on the rest of Europe.
Meets Humanities I-B requirement.
The department
2 meetings (75 minutes); 4 credits

***256f Interpreting Nature: Environmental Thinking in Europe from the Seventeenth Century to the Present**
(Speaking-intensive course; same as Environmental Studies 256f(01)) Studies European views of nature and the natural world from the late middle ages to the present. A case study of environmental change investigates the impact of industrialization and the railway system on the human and physical environments in nineteenth-century Britain. Central to this part of the course will be a hands-on introduction to new methods of computer-assisted mapping and data analysis known as Geographic Information Systems (GIS). (p)
Meets Humanities I-B requirement.
R. Schwartz
1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 25

***257 Computing Applications in History and the Humanities**
**Frankenstein Meets Multimedia*
(Speaking-intensive course) This course introduces multimedia computing as a tool for carrying out a cultural history of Mary Shelley's *Frankenstein* (1818)—a wonderfully rich source for understanding the varied and shifting views of nature, gender, human development, and science during the eighteenth and nineteenth centuries. It also provides hands-on practical experience using instructional technology to design and produce a significant multimedia study on CD-ROM or the Web.
Meets Humanities I-B requirement.
R. Schwartz
2 meetings (2 hours); 4 credits

**War of the Worlds: Witchcraft and Witch Hunting in the Early Modern Era (1500–1800)*
(Speaking-intensive course) A multimedia study of elite and popular culture in Europe and New England, focusing on the beliefs and practices of witchcraft and witch hunting. We shall examine differing historical interpretations of witchcraft and use multimedia technology to explore the representation of witches and their prosecution in judicial records, quantitative materials, visual images of the era, and modern films. Students will work in teams to create multimedia projects on the Web.
Meets Humanities I-B requirement.
R. Schwartz
2 meetings (2 hours); 4 credits

***259f Empire, Race, and the Philippines**
(Speaking- and writing-intensive course)
Is the United States an "empire"? Today, U.S. political, military, and economic involvement in many parts of the world, such as the Middle East, makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the twentieth century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, postcolonialism, neocolonialism, crony capitalism, globalization, and militarism. Requirements include two exams and a final paper.
Meets multicultural requirement; meets Humanities I-B requirement.
R. Chu
2 meetings (75 minutes); 4 credits; enrollment limited to 20

260s Topics in the Recent History of Europe

Spring 2008: World War I and Its Aftermath
World War I (1914–1918) was arguably the transformative event of the twentieth century. It destroyed four empires, enabled the Russian Revolution, altered the political geography of Central Europe, and strengthened independence movements in European possessions overseas. This course explores this history by examining the origins, geographical extent, and consequences of the war from 1880s to 1939 in Europe and in global perspective.
Meets Humanities I-B requirement.
R. Schwartz
Prereq. History 151 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

**260(02) Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917–1953*
(Same as Russian and Eurasian Studies 244(01)) The Bolshevik Revolution of 1917 marked the coming of totalitarianism to Russia. Led first by Lenin and then by Stalin, the country went through the most brutal civil war, purges, World War II, and the first stages of cold war. This period also saw immense social change and sweeping economic transformation. What were the causes of totalitarianism in Russia? How did the regime function? What were the major landmarks of Russian history in the period 1917–1953?
Meets Humanities I-B requirement.
C. Pleshakov
2 meetings (75 minutes); 4 credits; enrollment limited to 50

**260(03) From Habsburg to Hitler: Bohemian Politics, 1848–1945*
This course explores the complex, often comic, and ultimately tragic history of Bohemia, a territory located today in the Czech Republic, but previously a part of the Habsburg Monarchy, then of Czechoslovakia, and then of Hitler's Third Reich. Students will complement historical studies with autobiographical material and contemporary fiction, beginning with the Revolution of 1848, progressing through the achievements and worrisome trends of Emperor Francis Joseph's 68-year reign, and concluding with the world wars. Emphasis on the interplay among Czechs, Germans, Jews, and other pivotal players: the House of Habsburg and its supporters, and the political elites of neighboring countries.
Meets Humanities I-B requirement.
J. King
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***264 German History in the Modern World**
This course pushes beyond clichés and simplistic images about Germans, into the world-shaping and humanity-stretching German past. Beginning with the Napoleonic Wars and the emergence of German nationalism, students will follow developments up to the present—using primary sources that range from sublime to depraved and that concern politics, literature, music, and more. Themes include the roots of Nazism and of German democracy and the responsibility of individuals for social outcomes.
Meets Humanities I-B requirement.
J. King
2 meetings (75 minutes); 4 credits; enrollment limited to 20

***275f American Women's History, From Settlement to Reconstruction**
(Same as Gender Studies 206) Introduction to major themes in U.S. history through the lens of women's history. Located both near the centers of power in American society and at its margins, the history of women as a social group is one of conflict and diversity. While women do not make up a coherent group, all share the unique experience of being'"women" in class, racial, and religiously specific ways. Themes include Native American and Hispanic women during European contact and settlement; the impact of the American Revolution; benevolent women and the "fallen" women they hoped to help; enslaved women and the plantation mistress; women in the multicultural west; women's involvement in the Civil War and Reconstruction.
Meets Humanities I-B requirement.
J. Gerhard
2 meetings (75 minutes); 4 credits; enrollment limited to 20

***276s U.S. Women's History since 1880**
(Same as Gender Studies 205) This course introduces students to the major themes of U.S. women's history from the 1880s to the present. We will look both at the experiences of a diverse group of women in the U.S. as well as the ideological meaning of gender as it evolved and changed over the twentieth century. We will chart the various meanings of womanhood (for example, motherhood, work, the domestic sphere, and sexuality) along racial, ethnic, and class lines and in different regions, and will trace the impact multiple identities have had on women's social and cultural activism.
Meets Humanities I-B requirement.
J. Gerhard
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***280 Race and Gender in North American History**
This course will examine the intersections between race and gender in the history of North America. Topics to change from year to year. Some topics will focus exclusively on the history of the United States; others will treat North American history more broadly.

**African American Women and U.S. History*
(Same as Gender Studies 200) How is our understanding of U.S. history transformed when we place African American women at the center of the story? This course will examine the exclusion of African American women from dominant historical narratives and the challenge to those narratives presented by African American women's history through an investigation of selected topics in the field.
Meets multicultural requirement; meets Humanities I-B requirement.
M. Renda
2 meetings (75 minutes); 4 credits

281f African American History to 1865
This course will examine the cultural, social, political, and economic history of African Americans through the Civil War. Topics covered include the African background to the African American experience, the Atlantic slave trade, introduction and development of slavery, master-slave relationships, the establishment of black communities, slave revolts, the political economy of slavery, women in slavery, the experiences of free Negroes, the crisis of the nineteenth century, and the effect of the Civil War. (p)
Meets multicultural requirement; meets Humanities I-B requirement.
L. Morgan
2 meetings (75 minutes); 4 credits; enrollment limited to 40

282s African American History: 1865 to the Present
This course will examine the social, cultural, political, and economic history of African Americans from emancipation and Reconstruction through the present. Emphasis will fall on postwar southern social and economic developments, the rise of segregation, northern migrations, black class stratification, nationalism, the twentieth-century civil rights movement, and current trends in African American political, social, and economic life.
Meets multicultural requirement; meets Humanities I-B requirement.
L. Morgan
2 meetings (75 minutes); 4 credits; enrollment limited to 40

283f Topics in the Recent History of the United States
These courses are designed for students with a background in American history who wish to focus attention on developments since the late nineteenth century.

Fall 2007

283f(01) Sexual Revolutions in U.S. History
This class will evaluate the notion of "sexual revolutions" by examining three moments in U.S. history: the late eighteenth century, the turn of the twentieth century, and the 1960s and 1970s. In each, we will look at shifts in the relationships between race, class, gender, and sexuality. Our history will include the role of experts in the fields of religion, medicine, sexology, and psychology and their efforts to define sexual deviance and promote sexual "normality." At the same time, we will study popular and subcultural sexual cultures found in brothels, bars, same sex institutions, sports, bohemian circles, and political groups and look for strategies of resistance to normative regimes.
Meets Humanities I-B requirement.
J. Gerhard
2 meetings (75 minutes); 4 credits; enrollment limited to 40

283f(02) The United States since 1945: We Didn't Start the Fire
America emerged from the Second World War as the most powerful nation on earth. This course explores the political, cultural, and social life of Americans in the most recent historical period. Topics include the birth of the national security state, cold war at home and abroad, popular culture and the consumer society of the fifties, political conflict and cultural rebellion of the sixties, the civil rights struggle, and the decline of American empire.
Meets Humanities I-B requirement.
D. Czitrom
2 meetings (75 minutes); 4 credits; enrollment limited to 50

Spring 2008

283s(01) American Media History
A historical overview of the evolution of mass media in the United States since the mid-nineteenth century: How have they reshaped our world? The focus will be on the institutional, economic, and cultural history of several key modern media forms: newspapers and magazines, the motion picture industry, sound recording, radio and television, and postbroadcasting technologies. Special attention to the historical connections among and between these media, to various approaches to analyzing their effects, and to their changing political and cultural influence.
Meets Humanities I-B requirement.
D. Czitrom
2 meetings (75 minutes); 4 credits; enrollment limited to 50

283s(02) American Foreign Policy
(See International Relations 270)
2 meetings (75 minutes); 4 credits

**283(03) America between the Wars*
An examination of American politics, culture, and society during two decades marked by both extraordinary change and stubborn continuity. Special attention to the new mass culture, resistance to modernity, relations between the state and business, the experience of the Great Depression, and the political and cultural legacies of the New Deal. Emphasis on writing about and discussion of a wide range of primary source materials.
Meets Humanities I-B requirement.
D. Czitrom
2 meetings (75 minutes); 4 credits

**283(04) World War II at Home and Abroad: U.S. American Society and Culture, 1939–1945*
This course will examine World War II as it was lived and observed by diverse U.S. Americans. Topics will include the politics of propaganda; wartime uses of gender; Japanese American internment; African American responses to the war; the emergence of lesbian and gay communities; the experiences of men and women who served in Europe, North Africa, and the Pacific; and U.S. American responses to bombing and genocide.
Meets Humanities I-B requirement.
M. Renda
2 meetings (75 minutes); 4 credits

**283(05) A Cultural and Environmental History of the Mount Holyoke College Campus*
(Speaking-intensive course) This course will use the Mount Holyoke College Archives to study the evolution of the campus landscape and built environment from its origins to the 1970s. It will investigate the historical ecology of the campus and surrounding region and will connect local developments with broader patterns of American and European history with regard to gender, education, and landscape architecture, tracing through the work and influence of Frederick Law Olmsted the link between the naturalistic public parks of Europe, New York's Central Park, and the historical campus of MHC. Students will work collaboratively to create new components for the Historical Atlas of the campus (*www.mtholyoke.edu/go/atlas*).
Meets Humanities I-B requirement.
R. Schwartz
2 meetings (75 minutes); 4 credits; enrollment limited to 25

**283(06) American Popular Culture, 1945 to the Present*
American popular culture has, since 1945, grown to be a powerful cultural and political force in the Unites States. We will look at the construction of identities—personal and national—through: the rise and diversification of television, the role of music in protest movements from the civil rights movement to the Christian right, tensions between Hollywood blockbusters and indies, and cultures of the internet from video gaming to pornography.
Meets Humanities I-B requirement.
J. Gerhard
2 meetings (75 minutes); 4 credits; enrollment limited to 30

284s History, Ecology, and Landscape
This course explores the history of ecological thinking and changes in landscape through human intervention and natural processes, primarily from the eighteenth century to the present. Our survey of thinking will include Europeans such as Darwin and the founder of modern ecology, Ernest Haekel, and Americans Henry David Thoreau and Aldo Leopold. Our study of historical landscapes will focus on the Boston Fens designed by Frederick Law Olmsted and our own backyard, the Connecticut River Valley and the Harvard Forest.
Meets Humanities I-B requirement.
R. Schwartz
1 meeting (3 hours); 4 credits; enrollment limited to 25

287s Afro-Latin America: From Slavery to Invisibility
(See Latin American Studies 260s)

***288f Modern Mexico**
(See Latin American Studies 288f)

***289s Slavery in the Americas**
(See Latin American Studies 289s)

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, and permission of instructor; 1 to 4 credits

***296 Women in History**
**African Women's Work, 1880–1980*
(Same as Gender Studies 200) Transformations in gendered divisions of labor and in women's access to resources are fundamental to understanding contemporary African societies. We explore how African women have created contexts for productivity using strategies such as marriage, pledged female friendship, and voluntary dependency. We investigate the loss of women's work of governing in the colonial period, and the consequences for women's wealth and productivity of incorporation into a global market economy. Texts include recorded life

histories, autobiography, fiction, and film, and primary sources such as the testimony of participants in the Ibo Women's War of 1929.
Meets multicultural requirement; meets Humanities I-B requirement.
H. Hanson
2 meetings (75 minutes); 4 credits

**Women, Spirituality, and Power: A Cross-Cultural Comparison*
(Writing-intensive course) How are the changing and varied experiences of women related to notions of the sacred? How are the very distinctions between "women" and "men" affected by such notions? In what ways is spirituality a source of power for women or a limit to their power? Case studies include European women during the transition from medieval to modern society, African women during early encounters with European Christians as well as in the period after "independence," and women of the African diaspora.
Meets Humanities I-B requirement.
H. Garrett-Goodyear
2 meetings (75 minutes); 4 credits

**Women in Chinese History*
(Gender Studies 200) An exploration of the roles and values of Chinese women in traditional and modern times. Topics will include the structure of the family and women's productive work, rules for female behavior, women's literature, and the relationship between feminism and other political and social movements in revolutionary China. Readings from biographies, classical literature, feminist scholarship, and modern fiction.
Meets Humanities I-B requirement.
J. Lipman
2 meetings (75 minutes); 4 credits

300-Level Courses

Please note that admission to all 300-level history courses is by written application and permission of the instructor. Students may apply online at *http://www.mtholyoke.edu/acad/hist/application.shtml.*

301fs Colloquium

A 300-level class concentrating on advanced readings in secondary sources and on the analysis and construction of an historical argument. A colloquium may be centered on a broad historical theme, issue, or problem that is likely to affect the world into which current students will graduate.

Fall 2007

301f(01) Martyrdom as Social Protest: Honor and Resistance from Antiquity to Early Modern Europe
Not all victims of tyranny and persecution become martyrs, nor are all martyrs victims of tyranny. What social and political conditions foster the choice of martyrdom? What cultural values drive this form of self-immolation? What's worth dying for? In antiquity, the word "martyr" meant an active "witness." Today it can mean a passive "victim." Our approach uses cross-cultural comparisons to help understand how martyrdom shaped the history and culture of the ancient world of the Mediterranean and of Europe in the Middle Ages and early modern period.
Meets Humanities I-B requirement.
F. McGinness
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

301f(02) Women and Gender in South Asia
(Speaking-intensive course; same as Gender Studies 333) This colloquium will explore the history of South Asia as seen from women's perspectives. We will read writings by women from the ancient period to the present. We will focus on the diversity of women's experiences in a range of social, cultural, and religious contexts. Themes include sexuality, religiosity, rights to education and employment, violence against women, modernity and citizenship—in short, those issues central to women's movements in modern South Asia. In addition to the textual sources, the course will analyze Indian

popular film and the representation of women in this modern visual genre.
Meets multicultural requirement; meets Humanities I-B requirement.
K. Datla
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 20

301f(03) Pivotal Moments in the Development of Capitalism
(See Critical Social Thought 255f and Economics 204f)

301f(04) The Medieval Church
This course will examine the Western Church from Late Antiquity to the High Middle Ages. Underlying themes will be the enduring problem of attaining salvation, and the authority structure of the Church which emerged to repress dissent and heresy. Topics include persecution and martyrdom, monasticism and withdrawal from the world, the charismatic "holy man" and the medieval cult of sainthood, the rise of the papacy, heresy and its repression, demonology, witchcraft and medieval sexual neurosis.
Meets Humanities I-B requirement.
P. Healy
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

Spring 2008

301s(01) Women and American Popular Culture since 1945
(Same as Gender Studies 333) This reading seminar looks at the representation of women in popular culture and the place of women in the creation of popular culture. We will look at romance novels and their readers, talk shows and their hosts, television, pornography, Hollywood movies, women's magazines, and music. Special attention will be paid to the role of popular culture in the rise and dissemination of feminism and antifeminism and in the creation of multiculturalism.
Meets Humanities I-B requirement.
J. Gerhard
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

301s(02) The Indian Ocean World
(Speaking-intensive course) In recent years, the Indian Ocean has become an exciting field of historical scholarship, contributing to new understandings of Indian and world history. This colloquium explores trade and travel, conquest, religious conversion, and migration across a large area, from East Africa to the islands of Southeast Asia. Its purpose will be to understand a complex and integrated commercial system, pivoted on the Indian subcontinent, by considering movements of goods and people across the Indian Ocean.
Meets multicultural requirement; meets Humanities I-B requirement.
K. Datla
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 20

301s(03) Women and Gender in the Middle East
(Writing-intensive course; same as Gender Studies 333) This course is designed to provide students with a nuanced historical understanding of issues related to women and gender in the region defined as the area from Morocco to Iran. After an introduction to the main themes and approaches in the study of women and gender, we will examine the development of discourses on gender and the lived experiences of women from the rise of Islam, through the Ottoman Empire, and up to the twentieth century. Topics: the politics of marriage, divorce, and reproduction; women's political and economic participation; Islamist movements; the new field of masculinity studies; and the highly

contested topics of homosexuality and transsexuality in the Middle East.
Meets multicultural requirement; meets Humanities I-B requirement.
N. Sbaiti
Prereq. permission of instructor, 8 credits in history or equivalent preparation, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

301s(04) Reading the New York Times: *Journalism, Power, History*
(Same as American Studies 301) This course will examine the political and cultural power of the *New York Times* in the American past and present. Students will analyze the *Times* today through careful, daily readings. They will also study its evolution as an institution, as well as its coverage of and involvement in several of the critical historical events of this century. By focusing on the *Times* as the most influential "agenda setter" in American journalism, we will also address the larger issues of objectivity, bias, and influence in the mass media.
Meets Humanities I-B requirement.
D. Czitrom
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

301s(05) Feminist Theory and the Practice of History
(See Gender Studies 333)

301s(06) Gender and the State in Latin American History
(See Gender Studies 333)

301s(07) Jazz in American Culture
This course will offer a survey of the most significant historical and stylistic developments of jazz in the twentieth century. Between 1910 and 1945, jazz evolved in a remarkably swift manner from a provincial, brass band music in New Orleans through a period of immense popularity in the 1930s as big band, dance-oriented swing before emerging as the virtuosic nightclub and concert hall idiom known as bebop in the mid-1940s. The course will examine the musical and social evolution of jazz against the backdrop of racial, economic, and gender relations in American society and look at the influence of jazz on aspects of American literature including language, cinema, and art.
Meets Humanities I-B requirement.
T. Reney
Prereq. permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Modern Europe in Crisis, 1890–1940*
This colloquium studies Europe from an era of cultural confidence and imperial expansion to the outbreak of World War II. Topics will include the New Woman and her critics, the Great War (1914–1919), the rise of fascism, new paradigms in art (cubism), movements for social justice and state protected welfare, and debates of colonialism and empire. Readings will include Simone de Beauvoir's *Memoirs of a Dutiful Daughter*, Vera Brittan's *Chronicle of Youth*, Eric Maria Remarque's *All Quiet on the Western Front*, Ortega y Gassett's *The Revolt of the Masses*, and George Orwell's *Road to Wigan Pier*.
Meets Humanities I-B requirement.
R. Schwartz
Prereq. permission of instructor, 8 credits in history or equivalent preparation, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Money in History*
What is the power of money in human interactions? Do money and markets determine the shape of social institutions? We examine the process through which societies in Africa, Europe, Latin America, and the Pacific replaced patterns of exchange based on forms of mutual obligation with patterns of exchange based on money. What changed, what did not change, and why? We will consider some of the ways that social theorists and economic anthropologists have answered these questions and decide whether

the evidence from our case studies supports or disproves their theories.
Meets Humanities I-B requirement.
H. Hanson
Prereq. written application and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Food and Famine in African History*
(Same as Environmental Studies 301)This course examines African patterns of production over the long term and the transformation of African food systems in the last century as a basis for critiquing current development and environmental management strategies. We will establish the links between famine, drought, and food entitlement using case studies and carefully examine sources on the colonial period and more recent development undertakings in order to document the consequences of various interventions on people's access to productive resources.
Meets multicultural requirement; meets Humanities I-B requirement.
H. Hanson
Prereq. African studies or environmental studies background, permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**The Abolition Movement*
This course will examine the maturation of North American slave regimes after the American Revolution and the diverse activities of people who worked to abolish slavery. The assorted motives of white opponents of slavery and the actions of both free and enslaved African Americans to achieve freedom will be highlighted. We will analyze the mechanics of biracial coalition building and assess the historical legacy of these activists for subsequent social movements.
Meets multicultural requirement; meets Humanities I-B requirement.
L. Morgan
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Segregation: Origins and Legacies*
This colloquium will explore the historical debates about the causes and timing of racial segregation, its effects on African Americans and social inequality, and its most resistant legacy in the twentieth century, residential segregation. Violence against blacks, the use of gender to bolster segregation, biracial alliances and the onset of disfranchisement, the nationalist character of segregation, and black resistance to segregation will be prominent themes. Weekly readings will include primary and secondary works, documentary films, and historical fiction.
Meets multicultural requirement; meets Humanities I-B requirement.
L. Morgan
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Race, Gender, and Empire: Cultural Histories of the United States and the World*
(Same as American Studies 301; same as Gender Studies 333) Recent cultural histories of imperialism—European as well as U.S.—have illuminated the workings of race and gender at the heart of imperial encounters. This course will examine the United States' relationship to imperialism through the lens of such cultural histories. How has the encounter between Europe and America been remembered in the United States? How has the cultural construction of "America" and its "others" called into play racial and gender identities? How have the legacies of slavery been entwined with U.S. imperial ambitions at different times? And what can we learn from transnational approaches to "the intimacies of empire?"
Meets Humanities I-B requirement.
M. Renda
Prereq. 8 credits in history, permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 16

**Back to the Future*
Is history a reliable form of prophecy? This course attempts to assess the likely developments in the domestic and foreign policy of the United States over the next century by looking backward at long-term historical trends and at historical patterns that have shaped early nations. Readings include John Keegan on war, Alexis de Tocqueville on democracy, Winthrop Jordan on racism, Paul Kennedy on imperial decline, Arthur Schlesinger on liberalism, and George Kennan on foreign policy.
Meets Humanities I-B requirement.
J. Ellis
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (2 hours); 4 credits; enrollment limited to 15

**Nationalism and Nation Building in East Asia*
China, Japan, and Korea were all well-organized states and societies in the nineteenth century, when the full impact of Euro-American imperial power arrived in East Asia. From that time until the present, all three have gone through painful and conflicted transformations to establish themselves as modern nation-states. This colloquium will focus on the current secondary literature on nationalism and nation building within an explicitly comparative framework, using material from all three East Asian cultures.
Meets multicultural requirement; meets Humanities I-B requirement.
J. Lipman
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Bodily Desires: Sexuality in the U.S. from 1900 to the Present*
(Same as Gender Studies 333) In this seminar, we will study the history of sexuality, desire, and bodies. The premise of this interdisciplinary seminar is that sexuality is both historically constructed (fluid and changing over time and culture) and embodied and lived (experienced for many as essential and unchanging). We will study experts who set out terms and frameworks for understanding modern sexuality; how in different ways and in different times communities of sexual minorities strategically used selected elements of expert discourse to forge their own narratives of self and desire. Students will examine sexual classifications—mainstream and "normal" or subcultural and "deviant"—as mutually constructed.
Meets Humanities I-B requirement.
J. Gerhard
Prereq. permission of instructor, 8 credits in history or equivalent preparation, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**The Other Europe since 1945*
(Writing-intensive course) What was Stalinism in "Eastern Europe" during the 1940s and 1950s? What forms did national rebellions against Stalinism take, and what kinds of "soft dictatorships" emerged in the 1960s and 1970s? Why and how did Communism collapse? What next? Discussion will center on Czechoslovakia, Hungary, Yugoslavia, and their successor states; course materials will include fiction, film, autobiography, and additional primary sources.
Meets Humanities I-B requirement.
J. King
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

Research Seminar

A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing.

***323f Germans, Slavs, and Jews, 1900–1950**
This course explores relations among Germans, Slavs, and Jews in Central and

Eastern Europe before, during, and after the First and Second World Wars. Emphasis lies on tracing continuities and ruptures in nationalist and racist ideologies and policies, from late imperial Germany and Austria through the interwar republics and then on to the Third Reich and the post-Nazi regimes. Topics covered include the Holocaust, Nazi treatment of Poles, and the expulsion of millions of ethnic Germans from Poland and Czechoslovakia after 1945, but also mutual accommodation, assimilation, liberal group rights, and the ambiguities of who was German or Slavic or Jewish in the first place.
Meets Humanities I-B requirement.
J. King
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***324 Late Antiquity**
**The Decline and Fall of the Roman Empire*
In his masterpiece, *The Decline and Fall of the Roman Empire*, Edward Gibbon catalogued the end of the classical era, "during which the condition of the human race was most happy and prosperous." We shall reexamine the various factors and forces Gibbon blamed for decline in light of modern research: barbarian invasions, the rise of Christianity, economic decay, and social dislocation, as well as investigating new discoveries and modern interpretations of the "transformations of Late Antiquity." (p)
Meets Humanities I-B requirement.
F. McGinness
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**324 Pagans and Christians: The World of Late Antiquity*
As the Roman Empire declined, violence intensified and superstition rose. Gladiators, dream interpreters, and sorcerers multiplied, while pagan philosophers and rhetoricians sought to answer the criticism of Christians that theirs was a depraved society bound for hell. Readings include: Petronius, *The Satyricon*; Seneca, *On Suicide*; Artemidorus's *Dreambook* and curse tablets; moral treatises by Christians on such topics as virginity and fasting; finally, reflections on the decadence of Roman society by historians such as Suetonius and Tacitus. (p)
Meets Humanities I-B requirement.
C. Straw
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

331fs Asian History

Fall 2007: China's Tumultuous Twentieth Century
A research seminar on the socioeconomic transformation of China from the advent of nineteenth-century imperialism to the Cultural Revolution. Topics include reform programs of the late Qing, the chaos and experimentation of the Republican period, and the centralizing totalitarianism of the People's Republic. Requirements include reviews of primary and secondary literature, definition and presentation of a research topic, and a final essay based on intensive research.
Meets multicultural requirement; meets Humanities I-B requirement.
J. Lipman
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

Spring 2008: Imperial Japan, 1868–1945
(Same as Asian Studies 331) A research seminar on Japan's imperial venture from its inception in the 1870s to its rapid expansion and calamitous defeat in the 1940s. The enormous size of the Japanese empire at its height demands that we study a wide variety of local situations, indigenous peoples, and specific adaptations of and to Japan's imperial style and organization. After initial secondary readings, each student will identify

a research question then discover her own sources to answer it in a 20-page final essay.
Meets multicultural requirement; meets Humanities I-B requirement.
J. Lipman
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**The Meiji Revolution*
A research seminar on the late-nineteenth-century transformation of Japan from a feudal state ruled by hereditary warriors into a modern nation-state ruled by a cabinet, a legislature, and a professionalized bureaucracy under the symbolic sovereignty of a sacred monarch. A turning point in East Asia's modern history, this revolution shaped the following century throughout the region and remains a subject of intense scholarly and popular interest. We will begin with secondary readings—social and political history, biography, and cultural history—then each student will identify a research question and discover her own sources to answer it in a 20-page final essay.
Meets multicultural requirement; meets Humanities I-B requirement.
J. Lipman
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***341 Topics in African History**
**Power and Exchange in the African Past*
What causes the transformation of patterns of production and exchange? This seminar uses richly detailed African social histories to explore the complex interactions of culture, power, and material resources in economic and social processes. We will examine precolonial forms of exchange, the social and political conflicts engendered by nineteenth-century integration into a global economy, the shaping of modern African cities and the changing meanings of commodities such as soap, alcohol, and cloth. Evaluation will be based on active engagement in discussions, short reflections on each week's reading, and a substantial research paper.
Meets multicultural requirement; meets Humanities I-B requirement.
H. Hanson
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**When Worlds Collide: The Colonial Moment in Africa*
This seminar examines case studies of Africans and Europeans struggling with each other over issues of power and authority. It seeks to replace simplistic notions of European conquest and African resistance or collaboration with more nuanced analyses of conflicts involving religion, knowledge, culture, and wealth, as well as political and military authority. Recent works of African history will provide the framework and model for individual research projects, but if a student chooses, she may focus her research on a colonial conflict outside of Africa.
Meets multicultural requirement; meets Humanities I-B requirement.
H. Hanson
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***351 The Middle Ages**
**Medieval Monasticism*
(Same as Medieval Studies 300) This survey of Western monasticism from its origins in the Egyptian desert to the mendicant orders of fourteenth-century Europe seeks to understand what motivates men and women to define perfection as abnegation of food, sex, wealth, success, and even laughter—all that we now consider valuable in life. Topics: fasting, virginity, voluntary poverty; monastic rules and reform movements (e.g., Celtic, Benedictine, Cistercian, Franciscan, etc.). Also various saints' lives, mysticism, and

women's spirituality. Course includes a stay at the Abbey of Regia Laudis. (p)
Meets Humanities I-B requirement.
C. Straw, F. McGinness
Prereq. permission of instructor, 8 credits in history, History 120, 232 or courses in Medieval Studies; written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Gender, Language, and Power 1300–1700*
(Same as Medieval Studies 300(02)) This course explores how some women expressed their understanding of the social, ideological, and political struggles in which they were engaged between the early fourteenth and late seventeenth centuries. It asks what roles they played in the construction of public discourse and the state, the reshaping of the family, the reconstruction of Christianity, and the change from medieval feudal estates to early modern agrarian capitalism. Readings will include works by Christine de Pizan, the Paston women, Anne Askew, Lady Mary Wroth, Elizabeth Carey, Lady Eleanor Davies, as well as records of Elizabethan coronation pageants, public ceremonies, household accounts, and diaries.
Meets Humanities I-B requirement.
H. Garrett-Goodyear
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***355 Early Modern Europe**
**The Nature of Things: Amerindians and Europeans in North America, 1500–1800*
(Speaking- and writing-intensive course) Examines differences in Amerindian and European cultural attitudes and practices concerning nature, animals, human nature, and social organization during the first three centuries of contact in North America. Common readings and research projects explore differing conceptions of nature by comparing religious and ethical beliefs, hunting and agriculture practices, creation myths, gender systems, the afterlife, and the meanings associated with forest, wilderness, and cultivated land. The relationship between humans and nature will also be explored through the institutions of family and community.
Meets multicultural requirement; meets Humanities I-B requirement.
R. Schwartz
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

361fs Modern Europe: The Nineteenth Century

Fall 2007

361f(01) Environmental History: Agriculture, Industry, and Globalization in Europe, 1780–1914
A seminar on environmental change in Britain, France, and Germany during a period of transformation in agriculture, industry, and transportation; will focus on the impact of railroads on agricultural and industrial production and on urban and rural communities and landscapes; to include the problem of agricultural sustainability in the face of intensifying international competition and a first crisis of globalization (1873–1896). An introduction to Geographic Information Systems (GIS) will help us explore these developments in conjunction with the study of works on environmental history and primary historical sources such as British Parliamentary inquiries and periodical articles.
Meets Humanities I-B requirement.
R. Schwartz
Prereq. a background in history or environmental studies, permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; experience with GIS is not required or expected; 1 meeting (3 hours); 4 credits; enrollment limited to 15

Spring 2008

361s(01) Darwin
(See Biological Sciences 308s)

**Environmental History: Nature and Industrialization in Britain, 1780–1914*
An investigation into past natural and human environments in Britain, their transformation by new technology during the Industrial Revolution, and the results for society and nature. Drawing on Parliamentary reports, hearings before the House of Lords, and other sources, we shall examine the environmental consequences of industrialization, debates over "progress" and "preservation," and government policies addressing environmental problems. Through an introduction to Geographic Information Systems (GIS), we shall explore the spatial relationship between the rail system, population movements, and environmental change during the period.
Meets Humanities I-B requirement.
R. Schwartz
Prereq. background in history or environmental studies, permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; experience with GIS is not required or expected; 1 meeting (3 hours); 4 credits; enrollment limited to 20

**History and Multimedia: France 1780–1850*
(Speaking-intensive course) The application of multimedia techniques to the study of French history in a period marked by the Enlightenment and romanticism in cultural change; by reform, revolution, and nation building in politics; and by sharpening concerns about the social problems of poverty, disease, and crime in Paris and other growing cities. Sources will include historical accounts and representations of the period in memories, popular print images, novels, and films.
Meets Humanities I-B requirement.
R. Schwartz
Prereq. 8 credits in history, permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 2 meetings (2 hours); 4 credits; enrollment limited to 15

**Déjà vu? Europe in Crisis during the Seventeenth and Twentieth Centuries*
Does history repeat itself? We will investigate the theme of crisis in Europe during the seventeenth and the early twentieth centuries by exploring patterns of historical similarity and difference to be found, for example, in World War I, the New Woman and her critics, the rise of fascism, new paradigms in art (cubism), movements for social justice and state-protected welfare, and psychological models of human nature. Readings to include Hobbes's *Leviathan*, Freud's *Civilization and Its Discontents*, Ortega y Gusset's *The Revolt of the Masses*, Simone de Beauvoir's *Memoirs of a Dutiful Daughter*, and Erich Maria Remarque's, *All Quiet on the Western Front.*
Meets Humanities I-B requirement.
R. Schwartz
Prereq. 8 credits in history, permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 2 meetings (2 hours); 4 credits; enrollment limited to 15

365f Modern Europe: The Twentieth Century

Fall 2007: Minority Rights in Modern Europe
This course will compare the rights regimes of various national, racial, and religious minorities in twentieth-century Central Europe, including Czechs, Germans, and Jews in late imperial Austria, Germans in interwar Czechoslovakia and Poland, Jews and Roma ("Gypsies") in Nazi Germany, Germans in Nazi client states, Serbs, Croats, and others in Communist Yugoslavia, and "guest workers" in the Federal Republic of Germany since the 1960s. Readings, discussion, and research will center on political struggles in daily life as well as over the longer haul, constitutional law, and different approaches to the dilemmas of reconciling difference with equality.
Meets Humanities I-B requirement.
J. King
Prereq. permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Central Europe under Hitler and Stalin*
Between 1933 and 1953, the Nazi, then Soviet party-states transformed Germany and its neighbors to the east. Borders and economies changed dramatically and millions died—in purges, war, and programs of mass murder. What do fascist and communist regimes have in common, and what distinguishes them? To what degree did new societies emerge from the upheaval? Students will discuss core issues together, as well as undertake individually an in-depth written exploration of a particular topic.
Meets Humanities I-B requirement.
J. King
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (2 hours); 4 credits; enrollment limited to 15

371s Early American History
Spring 2008: The Revolutionary Generation, 1776–1800
An appraisal of the political leadership of the American republic. After reviewing the two founding moments in 1776 and 1787, we will assess the achievements and failures of Adams, Hamilton, Jefferson, Madison, and Washington during the 1790s when the institutions and ideals of the new nation were congealing. Students will be asked to select one Founding Father and one specific topic (i.e., Jefferson and slavery, Madison and political parties) for intensive study.
Meets Humanities I-B requirement.
J. Ellis
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (2 hours); 4 credits; enrollment limited to 15

**Jefferson and America*
A critical appraisal of the life and legacy of Thomas Jefferson. The seminar will focus on Jefferson's elusive meaning as a touchstone in our contemporary debates about race, individual rights, and social equality, and connect these arguments to the historical Jefferson as he really was. The major requirement will be a research paper based on primary sources, most especially the Jefferson Papers.
Meets Humanities I-B requirement.
J. Ellis
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (2 hours); 4 credits; enrollment limited to 15

375s American History: The Middle Period
Spring 2008: Age of Emancipation
This seminar examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups—freedpeople, ex-masters, northern policymakers, wage laborers, and African American women, for example—will be covered. African American viewpoints and histories will receive particular emphasis.
Meets multicultural requirement; meets Humanities I-B requirement.
L. Morgan
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

381f Recent American History

Fall 2007

381f(01) U.S. Gender History
Gender history focuses on the relationship between women and men, masculinity and femininity, and the evolution and transformation of that sprawling and multidimensional system of meanings we call "gender." This seminar will allow students interested in gender and women's history to do research on a topic of their choice. Readings will establish key themes and central methods in the study of gender. Reading topics include politics and activism, race and imperialism, popular culture and consumption, reproduc-

tion and sexuality, family and marriage. By mid semester, students will be working with primary and secondary sources with the goal of producing a substantial and original paper.
Meets Humanities I-B requirement.
J. Gerhard
Prereq. permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

381f(02) New York City: Capital of the Twentieth Century
A research seminar focusing on the cultural, social, and political life of New York City, with special reference to its uneasy relationship to American society as a whole. Examination of New York politics, writers and artists, architecture, immigrant communities, economic role, and shifting power relations. Accompanying film series and possible field trip to New York City, with historical walking tours.
Meets Humanities I-B requirement.
D. Czitrom
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**The 1960s As History and Myth*
This research seminar offers an in-depth opportunity to explore the 1960s—to what extent was it a unique historical era? We will focus on several political and cultural movements, including civil rights, the anti-Vietnam war struggle, the counterculture, and the emergence of feminism, with special reference to their complex relationship to the larger society. We will also examine the 1960s as an era of conservative backlash, as well as the ways in which the conflicts of that day still shape the contemporary scene. Each student will write an original piece of history, based on primary and secondary sources.
Meets Humanities I-B requirement.
D. Czitrom
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**The Civil Rights Movement*
This seminar will examine the crusade against segregation, both within and without the South. Attention will be given to both the movement's pre-1950s precedents, and the post-1954 period. Readings will cover the causes and onset of segregation; the implications of the Great Migration and World Wars; the different phases of the movement; its leaders, organizations, and followers; the role of women; and civil rights after 1968.
Meets multicultural requirement; meets Humanities I-B requirement.
L. Morgan
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**America Since the Great Depression*
This intensive seminar, centered on how to research and write about the recent American past, begins by considering several key historical interpretations of a variety of issues. Students write a substantial research paper based on primary and secondary sources.
Meets Humanities I-B requirement.
D. Czitrom
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**World Views of Uncommon Women*
In this research seminar we explore the place of individuals in a culture using the collections of personal papers in the Mount Holyoke College archives. How did women in late nineteenth-century New England perceive themselves and their world? Were they products of their time, creators of their time, or both? How can we understand their aspirations and efforts towards social transformation? We will find tools for

analyzing people's thoughts and lives in the works of Bourdieu, Gramsci, Saied, and others. Each student will produce a research paper using archival sources and assist in the production of a Web site.
Meets Humanities I-B requirement.
H. Hanson
Prereq.permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**American Radicalism*
This research seminar will explore a variety of Left radical traditions in the United States from the late nineteenth century through the end of the twentieth. What does it mean to be "a radical," and how have definitions changed over time? What impact have American radicals had on electoral politics and the larger society? We will pay special attention to the connections between political and cultural radicalism, as well as to government and private campaigns aimed at suppressing radical movements. Topics: Gilded Age labor movements; Eugene Debs and American socialism; bohemian radicalism; African American radical movements; the American Communist Party; peace activism; radical feminism.
Meets Humanities I-B requirement.
D. Czitrom
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Bootleggers, Glamour Girls, and Hobos: American Culture between the Wars*
(Same as American Studies 301) This seminar explores a number of themes between 1914 and 1945 that capture the tensions, contradictions, and transformation of U.S. culture between World War I and World War II. Weekly topics include manliness and race, revolution in morals and manners, Harlem in the 1920s, the culture of consumption, the barrios of Los Angeles, New Deal politics, Depression-era culture, the growh of sexual subcultures, health and athletics, and the politics of war. The seminar is designed to help students with the tasks of researching and writing a 20-page paper, including how to select a topic, strategies for research, and feedback on drafts.
Meets Humanities I-B requirement.
J. Gerhard
Prereq. permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

386f Central America: Reform, Reaction, Revolution
(See Latin American Studies 386f)

***387 Special Topics in Latin American Studies**
(See Latin American Studies 387)

***388 Postmodernism and Latin America**
(See Latin American Studies 388)

389s Agrarian America: Sugar, Cotton, Coffee, Wheat
(See Latin American Studies 389s)

***390s South Asian Nationalisms**
(Speaking- and writing-intensive course)
This course is a seminar on the formation and workings of South Asian nationalisms. Home to one of the largest and most successful anticolonial campaigns, the South Asian subcontinent was also the site of one of the most dramatic partitions of the modern age. Topics include the thought and practice of South Asia's nationalist elite, economic nationalism, noncooperation and civil disobedience, the Khilafat movement, the partition of the subcontinent, the emergence of the independent States of India and Pakistan in 1947, and Bangladesh in 1971. Requirements will be structured around writing and presenting a final essay based on intensive research.
Meets multicultural requirement; meets Humanities I-B requirement.
K. Datla
Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (http://www.mtholyoke.edu/acad/hist/application.shtml) is required;

1 meeting (3 hours); 4 credits; enrollment limited to 15

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of department;
1 to 8 credits

Interdepartmental Courses

***102s Engineering Concepts**
Key ideas of engineering: feedback and control, mathematical analysis, components and systems, and complexity, will be examined with a focus on sensors, from simple individual sensors to collaborative, adaptive sensor networks. The course will serve as an introductory course for several University of Massachusetts engineering programs and is recommended for students considering any of the 3/2 dual-degree engineering programs.
Meets Science and Math II-B requirement.
P. Dobosh
Prereq. Mathematics 101, Physics 115, or permission of instructor; 2 lectures (75 minutes), 1 discussion (1 hour), 1 lab (3 hours); 4 credits; enrollment limited to 20

104f Public Speaking and Civic Discourse: Theory and Practice
(Speaking-intensive course) What makes for an effective public speech? Who are considered notable speakers? What rhetorical strategies do people use to support and/or influence one another? This course explores theories of civic discourse and the role of language in public life. We will investigate how ethnicity, gender, class, sexuality, nationality, and social status are bound to cultural patterns and to verbal and nonverbal codes. We will develop skills in applying the principles of effective public speaking in structured speaking situations. A number of public speeches will be analyzed to enable students to evaluate critically the effects of culture on communication and communication on culture.
Does not meet a distribution requirement.
K. Isgro
2 meetings (75 minutes each); 4 credits; enrollment limited to 25

***112s The Rhetoric of Grammar**
(Writing-intensive course) A functional analysis of grammatical rules and concepts with an emphasis on their application to issues in student writing. Through writing extensively and reading the work of various theorists on grammar, rhetoric, and style, students will learn how to assess their own writing and make choices that improve the clarity and effectiveness of their ideas.
Does not meet a distribution requirement.
2 credits; enrollment limited to 20

145f–146s Western Civilization: An Introduction through Great Books
(Writing-intensive course; first-year seminar) Beginning with works emerging from Athens and Jerusalem and proceeding to the modern world, this yearlong course will explore the ideas that constitute Western civilization. The course material will be centered on the Great Books from across disciplinary boundaries and will include authors such as Shakespeare, Plato, Dante, Einstein, Augustine, Darwin, Homer, Locke, Goethe, Eliot, and the writers of the Old and New Testaments. Students are expected to register for Interdepartmental 146 in the spring semester.
Does not meet a distribution requirement.
J. Hartley
2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits; enrollment limited to 17

177s Teilhard Controversies
(Writing-intensive course) Geologist Pierre Teilhard de Chardin attempted an ambitious synthesis of science and religion. Teilhard's work has recently come under renewed scrutiny because of the need to understand the linkages among evolutionary theory, religious doctrine, and environmental stewardship. Intense discussions of these matters have influenced the political landscape in the United States and interpretations of science at the Vatican. This course poses two main questions. First, what evidence does Teilhard use to construct his synthesis? Second, does his theoretical scheme make any sense, and if so, does it shed light on the Evolution versus Intelligent Design controversy?
Does not meet a distribution requirement.
M. McMenamin
2 meetings (75 minutes); 4 credits

***209s Diseases, Debates, and Dilemmas: A Case-Based Exploration of Contemporary Health Issues**
(Speaking-intensive course) Through analysis and discussion of cases, this interdisciplinary course draws on the perspectives of science and social science to examine issues that raise policy questions or present ethical dilemmas around medical care and health. Examples of case topics include pharmaceutical development and marketing, alcoholism and liver disease, medical screening tests such as mammography or genetic testing, organ transplantation, disease as a social construct, public health strategies in developing countries, treatment of HIV. Speaking-intensive course with the expectation of substantial student participation.
Does not meet a distribution requirement.
J. Harold, C. Woodard
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

212fs Peer Mentoring: Theory and Practice

Fall 2007: (Speaking- and writing-intensive course) This course is an introduction to theories and practices of collaborative learning for students preparing to work as mentors and assistants in the Speaking, Arguing, and Writing Program (SAW). We will draw on existing research, practice sessions, class discussion, and our own writing and speaking to craft our philosophies of peer mentoring and to develop effective practical strategies.
Does not meet a distribution requirement.
L. Greenfield
Prereq. open only to students hired as SAW mentors or assistants, permission of instructor; 1 meeting (2 hours); 2 credits
Note: *This course may* not *be taken with the ungraded option; it must be taken for a letter grade.*

Spring 2008: (Speaking- and writing-intensive course) This course examines theoretical and practical applications of leadership and peer mentoring in educational contexts. Focus will be on the development of knowledge, skills, and attributes required of effective Speaking, Arguing, and Writing Program (SAW) mentors and assistants.
Does not meet a distribution requirement.
M. Deal
Prereq. permission of instructor; 1 meeting (2 hours); 2 credits
Note: *This course may* not *be taken with the ungraded option; it must be taken for a letter grade.*

***218s Interdepartmental Topics**
218s Debate
(Speaking-intensive course) The focus of the class will be improving public-speaking skills, especially under circumstances when one's position is being actively challenged. To accomplish this, students will learn three of the most popular styles of competition debate: Policy Debate, Lincoln-Douglas Debate, and Parliamentary Debate. Each student will participate in two debates in each style of debate during the course of the semester, as well as evaluate other students' debating. These debates will be scheduled outside of regular class time at the convenience of the participants. Topics for the debates will likely concern domestic and international policy, morality, politics, and the law.
Does not meet a distribution requirement.
1 meeting (2 hours); 2 credits; enrollment limited to 16

295f Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, and permission of instructor; 1 to 4 credits

395f Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, and permission of committee; 1 to 8 credits

Interdisciplinary Minors

Conceptual Foundations of Science

The minor in conceptual foundations of science is administered by the Conceptual Foundations of Science Committee: Professors Dennis (astronomy), Rachootin (biological sciences, *chair*), Davidoff (mathematics); Associate Professors Decatur (chemistry), Mitchell (philosophy).

Contact Person

Stan Rachootin, *chair*

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

- At least four courses are required.
- Independent study (295 or 395) in the following departments may also be included: astronomy; biological sciences; mathematics, statistics, and computer science; and philosophy.

Other

- Once a student has taken one conceptual foundations of science course, she can, with the permission of the instructor, enroll in other conceptual foundations of science courses whether or not their prerequisites have been met.
- Students may also take courses in history and philosophy of science at other schools with the approval of the committee chair.

Courses listed here emphasize the development of scientific thought in relation to larger intellectual issues that often involve the philosophy of science. Conceptual foundations of science is a minor consisting of courses listed with several departments. For course descriptions, see the departmental listings.

Biological Sciences

308s Darwin

Philosophy

*206f Introduction to the Philosophy of Science
*263f Philosophy of Biology
*312f Topics in Metaphysics

International Relations

The major in international relations is administered by the International Relations Committee: Professors Ellis (history), Ferraro (politics, *chair*), Jones (Russian and Eurasian studies), Kebbede (geography), Khory (politics), Lipman (history), Márquez (Latin American studies), Paus (economics), Stewart (politics); Associate Professors Hashmi (international relations), King (history), Western (international relations); Assistant Professor Schneider (economics).

Contact Person

Linda Chesky-Fernandes, *senior administrative assistant*

The study of international relations is an important field of intellectual inquiry. Although the formal analysis of the relationships of people who do not share a common political, economic, social, or cultural heritage is a relatively recent phenomenon, there is little question that these relationships have been supremely important in human history. Since the end of World War II, public awareness of the importance of these relationships has grown substantially, due largely to the dramatic effects of international relations on daily life.

International relations, however, is not a discipline; rather, it is a study of a particular level of human action whose comprehension requires the insight and methods of a number of disciplines. The field is therefore interdisciplinary, relying primarily on the study of economics, geography, history, and politics. International relations also requires a thorough and sensitive understanding of the diverse interests and cultures in the world, and students are expected to take courses on the modern societies of Asia, Africa, Latin America, or Russia and Eastern Europe. Students may include courses available through Five College cooperation.

Requirements for the Major

Credits

- A minimum of 40 credits
- 20 credits must be at the 300 level and undertaken in at least two disciplines.
- Only 4 credits of independent work can count toward the requirement for courses at the 300 level.

Courses

Normally the following courses are required:

- History 151, Modern and Contemporary European Civilization
- Geography 105, World Regional Geography
- Politics 116, World Politics
- Economics 213, Economic Development: A Survey; 216, International Trade; *or* 217, International Finance

Other

- Each student is expected to possess or acquire proficiency in a foreign language beyond the minimum requirements of the College and sufficient to do research in primary source materials. Specific courses that satisfy this requirement vary according to the language. This information is available from the department chair.
- Each student's major must have a particular focus. The elected courses should revolve on a central issue of international relations. Courses from any discipline can count toward the international relations major, as long as the course is relevant to a student's focus. Possible issues or foci include international political economy, foreign policy analysis, diplomatic history, Third World development, international law and organization, or arms control and strategic studies. This list is by no means exhaustive and is meant merely to be suggestive. All concentrations must focus on the relationships among nations; students who wish to concentrate on particular areas of the world without

detailed study of the foreign relations of those areas should adopt a more appropriate major such as Latin American or Asian studies.

Students should plan individual major programs in consultation with one or more members of the faculty committee, one of whom will be designated the student's academic advisor.

International relations is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

Requirements for the Minor

The minor in international relations is the Five College Certificate in International Relations. Students who wish to minor in international relations should consult the requirements for the certificate program (see the Five College Consortium chapter).

The international relations program does not cross-list courses in other departments that satisfy the major's requirements. Such cross-listing would be almost inevitably misleading and inaccurate.

The policy of the program is to accept any course in any department that is directly pertinent to the student's focus in her major. Thus, for example, a student concentrating on global environmental problems could conceivably count courses offered by the geology or biological sciences departments. Or, a student focusing on ethical issues in international relations could use certain courses in the religion or philosophy departments to satisfy her requirements in the major. All such decisions, however, must be made by the student in consultation with her advisor. Any questions concerning the appropriateness of a particular course can be answered by the student's advisor or the program chair.

Course Offerings

211f Middle East Politics
Introduction to the cultures and politics of the Middle East. Includes the situation of the region at the time of the dissolution of the Ottoman Empire; the emergence of independent states before and after World War II; the rise of Arab and Zionist nationalism; the Arab-Israeli conflicts; and the superpower rivalry and its influence on regional politics. Other topics include the Iranian revolution, the domestic and regional role of Islamic movements, and the political economy of oil.
Meets multicultural requirement; meets Social Sciences III-A requirement.
S. Hashmi
Prereq. Politics 116; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***214s War and Propaganda**
This course analyzes propaganda techniques and war mobilization strategies. We present comparative, cross-cultural analyses of recent and historical examples of the influences of the state, state-society relations, the media, and information control and distortion in the mobilization for war. Case studies are selected to address the following questions: Why is propaganda necessary? What is the media's relationship to state propaganda efforts? How do citizen groups and protest movements contest state propaganda efforts? We conclude by examining key trends in the development of mass media forms and technologies and their implications for global politics.
Meets Social Sciences III-A requirement.
K. Khory, J. Western
Prereq. Politics 116 or International Relations 116; 2 meetings (75 minutes) plus occasional evening meetings for screenings; 4 credits; enrollment limited to 45

***222s The United States, Israel, and the Arabs**
Surveys the constants and variables in U.S. foreign policy toward Israel and the Arabs since the end of World War II to the present. Analysis of domestic determinants of U.S. policy, including lobbies, ideology, and the international system. Consideration of U.S.

policy in the Arab-Israeli conflict, intra-Arab disputes, and the Gulf War.
Meets multicultural requirement; meets Social Sciences III-A requirement.
S. Hashmi
Prereq. Politics 116; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

224s The United States and Iran
Explores America's relationship with Iran from the end of World War II to the present. Examines America's close ties to the Shah and the political, social, and economic causes of the Iranian revolution, with emphasis on the role of Shi'ite Islam. Concludes with analysis of politics and society in the Islamic Republic under Khomeini and his successors.
Meets Social Sciences III-A requirement.
S. Hashmi
Prereq. Politics 116; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***225 Resource Scarcities, Global Environmental Perils, and World Politics**
Examination of the interactions between environmental and resource issues and world security affairs. Major environmental problems (greenhouse warming, ozone depletion, resource scarcities, deforestation, and so on) and their relationship to new forms of conflict among states and societies. New forms of international collaboration to address these conflicts will be explored.
Meets Social Sciences III-A requirement.
M. Klare
Prereq. Politics 116; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

241s Global Resource Politics
An intensive examination of the international politics surrounding disputes over the ownership and extraction of vital natural resources including fresh water, petroleum, arable land, timber, minerals, and oceanic fisheries. The course will assess the growing pressures being brought to bear on the world's resource base, including population growth, globalization, unsustainable consumption, and climate change. It will also examine the various ways (war, adjudication, conservation, innovation) in which various actors (states, regional and international organizations, multinational corporations, warlords, civil society groups, and so on) are responding to contemporary resource disputes.
Meets Social Sciences III-A requirement.
M. Klare
Prereq. Politics 116; 4 credits; enrollment limited to 40

270s American Foreign Policy
(Same as History 283s(02)) 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 Wars I and II, its conduct and interests in the cold war, and its possible objectives in a post-cold war world. Particular attention is paid to the relationship between domestic interests and foreign policy, the role of nuclear weapons in determining policy, and the special difficulties in implementing a democratic foreign policy.
See *www.mtholyoke.edu/acad/intrel/afps98.htm* for a more detailed description.
Meets Social Sciences III-A requirement.
V. Ferraro, J. Ellis
Prereq. Politics 116; 2 meetings (75 minutes); 4 credits; enrollment limited to 200

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, and permission of instructor; 1 to 4 credits

305s International Society
An intensive reading course in theories of international society: the idea that states and peoples are or should be linked to each other through a web of shared values and institutions. It focuses on the work of Hedley Bull, Immanuel Kant, and John Rawls. How did these three men understand international society? What are or should be the values and institutions that give rise to it and support it? What implications do their visions of international society have for war and peace, state sovereignty, religion, democracy, capitalism, distributive justice, human rights, and international law? What responses and criticisms have their arguments engendered?
Meets Social Sciences III-A requirement.
S. Hashmi
Prereq. Politics 116; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***311f Problems of International Peace and Security**
The course will examine a wide spectrum of threats to international peace and security, including the proliferation of weapons of mass destruction, international arms trafficking, regional conflict, terrorism, environmental security, gender violence, and international crime.
Does not meet a distribution requirement.
M. Klare
Prereq. 8 credits in politics, including Politics 116 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 18

***312s American Hegemony and Global Politics in the Twenty-first Century**
This course explores how the decisions and strategic positioning of the United States will influence global politics in the coming decades. The course begins with an overview of the traditional conceptions of power, security, wealth, and change in the international system. We will then examine the nature of American power and how it is likely to influence issues such as proliferation of weapons of mass destruction, terrorism, globalization, and economic development, environmental degradation and resource scarcity, demographic stress, and global public health.
Meets Social Sciences III-A requirement.
J. Western
Prereq. International Relations 116 and 270; 1 meeting (3 hours); 4 credits; enrollment limited to 18

***317f U.S. Foreign Policy and Regional Conflict**
This course examines American diplomatic and military responses to post-cold war regional and civil violence in the Balkans, northern and sub-Saharan Africa, South Asia, and elsewhere. Two themes will be considered throughout the course: (1) What can the United States do, and (2) What should the United States do? We will examine U.S. policies concerning preventive diplomacy, international mediation, economic and military sanctions, military intervention and peacekeeping, peace implementation, and postwar reconstruction and reconciliation.
Meets Social Sciences III-A requirement.
J. Western
Prereq. Politics 116; 4 credits; enrollment limited to 18

***319f The United States and the Promotion of Democracy and Human Rights**
This course examines American foreign policy concerning the promotion of democracy and human rights abroad. The course begins by examining how and why these policies are developed within the U.S. political, economic, institutional, and geostrategic context. Through the use of case studies, we will then evaluate how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.
Meets Social Sciences III-A requirement.
J. Western
Prereq. Politics 116, 8 credits in international relations; 4 credits; enrollment limited to 18

***323s Comparative Politics of the Middle East**
This course presents the rise (and sometimes collapse) of modern states in the Middle East; the nature of legitimacy, modernization, state-civil society relations, and political culture and economy; and the role of religion with specific reference to Egypt, Iran, Iraq, Israel, Lebanon, Saudi Arabia, Syria, and Turkey.
Meets multicultural requirement; meets Social Sciences III-A requirement.
S. Hashmi
Prereq. 8 credits in politics, including Politics 106 or International Relations 211 or permission of instructor; 1 meeting; 4 credits; enrollment limited to 18

***333fs Just War and Jihad: Comparative Ethics of War and Peace**
Why do we moralize about war? When is war justified, if ever? What restraints should soldiers accept? This course examines these issues within the context of Western and Islamic thought. Study of the origins and evolution of both traditions is combined with consideration of important topics of

current concern, such as intervention, weapons of mass destruction, and women and war.
Meets multicultural requirement; meets Social Sciences III-A requirement.
S. Hashmi
Prereq. 8 credits in politics, including Politics 116 or permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 18

341f Political Islam
This course covers Islamic responses to European imperialism in the nineteenth and twentieth centuries, particularly the emergence of Islamic modernism; the growth of Islamic movements in the Arab world and South Asia and their responses to secular nationalism and socialism; and a survey of the ends to which religion is applied in three types of regimes: patrimonial Saudi Arabia, revolutionary Iran, and military-authoritarian Pakistan.
Meets multicultural requirement; meets Social Sciences III-A requirement.
S. Hashmi
Prereq. Politics 116; 1 meeting (2 hours); 4 credits; enrollment limited to 20

***342s Comparative Politics of North Africa**
This course applies theories of comparative politics to the countries of North Africa. It explores the similarities and differences in the political development of Morocco, Algeria, Tunisia, and Libya since the end of World War II. Specific topics include political culture, state building, legitimacy, democratization, and political economy.
Meets multicultural requirement; meets Social Sciences III-A requirement.
S. Hashmi
Prereq. 8 credits in international relations or politics, including Politics 106 or permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 18

***365s Ethics and International Relations**
Do ethical considerations matter in international relations? Should they? These questions are examined from the perspective of Western writers on these specific issues: just war, intervention, human rights, weapons of mass destruction, and distributive justice. The course also considers challenges to the international system posed by the critiques and responses of non-Western states and peoples.
Meets Social Sciences III-A requirement.
S. Hashmi
Prereq. Politics 116, 8 credits in international relations or politics; 1 meeting (2 hours); 4 credits; enrollment limited to 18

387f Political Leadership in International Relations
An examination of the role of leadership in international relations. Through case studies, we will examine how leadership affected the outcome in the ending of the Cold War, the Falklands/Malvinas War, the reunification of Germany, the Persian Gulf War of 1991, and the Iraq War of 2003. The course will undertake comparative analyses of the different styles of leadership, the various constraints on leadership, and the components of successful leadership.
Does not meet a distribution requirement.
J. Matlock
Prereq. Politics 116; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 20

395fs Independent Study
Students must receive the approval of the International Relations Committee to pursue independent work in international relations. Each student must submit a prospectus of her project to the administrative director of the program during registration prior to the term in which the study will be conducted. The prospectus will be reviewed by the faculty committee and must include the name of a member of the faculty committee who has agreed to work with the student. For further information, please contact a member of the International Relations Committee or Linda Chesky-Fernandes, the administrative director of the program.
Does not meet a distribution requirement.
The department
Prereq. jr, sr, and permission of committee; 1 to 8 credits

Italian

The major and minor in Italian are administered by the Department of Classics and Italian. Advisors in Italian: Assistant Professors Chierichini (on leave 2007–2008), Frau; Visiting Lecturers Garbin, Svaldi.

Contact Person

Susan LaBarre, *senior administrative assistant*
Paula Debnar, *chair*

The Italian major seeks to foster linguistic fluency and appreciation of the multifaceted culture of the Italian people. In addition to acquiring advanced oral and written proficiency in the Italian language, majors will have the opportunity to access Italy's rich literary and cultural heritage through a variety of venues, including short stories, novels, poetry, film, music, art, and contemporary newspapers. Besides selecting courses offered at Mount Holyoke and in the more extended Five College community, students are encouraged to investigate the many study abroad options available to them in such culturally diverse cities as Florence, Rome, and Bologna. A major in Italian language and culture can lead to a variety of national and international careers, from foreign service to fashion marketing, from international banking and trade to film, from a career in journalism to teaching.

Mount Holyoke's system of foreign fellows in residence offers students the opportunity to live and study with Italian women who work with the department to provide a living link to Italy and its culture. The weekly *tavola italiana* provides a comfortable environment for spontaneous expression and cultural exchange, and the ongoing extracurricular activities of the Italian club, lectures, and films round out the multifaceted learning experience at MHC.

Requirements for the Major

Credits

- A minimum of 32 credits
- At least 16 credits at the 300 level

Courses

- Italian 209, Conversation and Composition
- Italian 221, Introduction to Italian Literature: Heroes of the Page
- Four 300-level courses in Italian literature and culture, including two Renaissance courses and two modern courses
- At least one 300-level course must be taken in the senior year.

Other

- Courses lower than 209, Conversation and Composition, cannot be counted toward the major.
- Independent Study (Italian 395) may not be used as part of the minimum major requirements.
- Courses in translation cannot be counted toward the major.

Students thinking about a major in Italian or studying abroad should contact Assistant Professors Chierichini or Frau.

See the chapter on Romance languages and literatures for information on majoring in those subjects.

Requirements for the Minor

Credits

- A minimum of 16 credits at the 200 and 300 levels

Courses

- At least one course at the 300 level

Other

- Courses lower than 209, Conversation and Composition, cannot be counted toward the minor.
- Independent Study (Italian 395) may not be used as part of the minimum minor requirements.
- Courses in translation cannot be counted toward the minor.

Teacher Licensure

Students interested in pursuing licensure in the field of Italian can combine their course work in Italian with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Italian, please consult your advisor or the chair of the Department of Classics and Italian. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Spanish and Italian department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Guidelines for New Students

All courses satisfy distribution requirements unless otherwise indicated.

Courses are conducted in Italian. Courses offered in translation are listed at the end of the Italian course descriptions.

Students with no previous training in Italian should elect 101–102, Elementary Italian. Those who have a superior aptitude for language may elect 103, Intensive Elementary Italian, in the spring semester.

Students with two years of high school study should elect 201f, Intermediate Italian. Students whose proficiency in the Italian language is superior and who wish to study literature should elect 221, Introduction to Italian Literature, in the fall semester. Students specially qualified for more advanced courses should consult department members during September registration for placement in appropriate courses.

Students contemplating a junior year in Italy should elect an Italian course in the first semester of their first year, because all junior-year programs in Italy require two years of Italian.

Course Offerings

101f–102s Elementary Italian
This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversations with native language assistants.
Does not meet a distribution requirement.
M. Svaldi, B. Garbin
5 meetings (50 minutes); 4 credits; enrollment limited to 16
Note: *Successful completion of both Italian 101f and 102s are necessary to fulfill the College language requirement.*

103s Intensive Elementary Italian
This course completes the work of Italian 101–102 in one semester through intensive practice in speaking, reading, and writing Italian and is ideal for students who already know another Romance language. Short readings, films, and Web activities are an important part of the course, and informal conversational sessions with native language assistants and creative group projects supplement class work.
Meets language requirement; does not meet a distribution requirement.
B. Garbin
5 meetings (75 minutes) plus 1 lab (50 minutes); 8 credits; enrollment limited to 16

106f First-Year Seminar: Seminar in Reading, Writing, and Reasoning

Fall 2007: Sex and the City: Gender-Power Relations in Early Modern Europe
(Writing-intensive course; taught in English; same as French 120, Spanish 105, Romance Lanaguages and Literatures 105) Political, social, and economic life was radically changed by growth of Europe's cities between medieval and modern times. These changes

were debated in sexual terms as conflicts between men and women. As we study short stories from Early Modern France (Madame de Lafayette), Italy (Giovanni Boccacio), and Spain (Miguel de Cervantes and María de Zayas), and place them in their historical contexts, we will ask questions such as: To what extent do these works challenge or reinforce dominant models of gender relations and negotiate concepts and institutions such as marriage, honor, patriarchy, and blood purity? How do those topics apply to us today?
Meets Humanities I-A requirement.
N. Romero-Díaz
Prereq. fy or permission of instructor; 4 credits; enrollment limited to 16

201f Intermediate Italian
Offers grammar review and appreciation of Italian culture through the reading of a play, a short novel, and poetry. Includes weekly compositions to acquire skill in writing and some use of nonliterary materials to broaden students' background and interest in Italian life. Features regular work with native language assistants to continue practice of comprehension and speaking ability.
Meets language requirement; does not meet a distribution requirement
M. Svaldi
Prereq. Italian 102, 103, or 2 admission units; 4 meetings (50 minutes); 4 credits; enrollment limited to 16

209s Conversation and Composition
Offers practice of colloquial and idiomatic speech patterns in Italian to emphasize correct pronunciation and intonation. Includes oral presentations as well as frequent compositions, from short reports to full-length essays. Uses newspapers, magazines, and literary texts to discuss issues and lifestyles concerning Italian society.
Meets language requirement; does not meet a distribution requirement.
O. Frau
Prereq. Italian 201 or permission of instructor; 2 meetings (75 minutes) plus 1 hour unarranged; 4 credits

221f Introduction to Italian Literature
This course is a transition from language courses to more advanced literature courses. It surveys the evolution of Italian literature from its origins to modern times. Representative medieval, Renaissance, and modern works will be studied in their cultural and historical contexts. Class discussions, written work, and movie screenings are aimed at developing skills in oral expression and expository writing in Italian. Our "heroes of the page" will include Dante, Boccaccio, Machiavelli, Goldoni, Leopardi, Pirandello, D'Annunzio, and Calvino.
Meets Humanities I-A requirement.
O. Frau
Prereq. Italian 201 or permission of instructor; 2 meetings (75 minutes); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
1 to 4 credits

305 "The World at Play": Boccaccio's *Decameron
A close reading of Boccaccio's *Decameron*, aimed at exploring, and moving beyond, the surface significations of the text. Through an analysis of the narrative metaphorical patterns, the class will address questions about what role literature plays in Boccaccio's concerns, and the dynamics of imagination and desire. We shall seek to retrieve the intellectual traditions which the *Decameron* evokes, and examine the fortune and reuse of selected tales in some of Chaucer's works, the figurative arts (Botticelli), and film (Pasolini).
Meets language requirement or Humanities I-A requirement.
C. Chierichini
Prereq. Italian 221 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***310 Dante and the Middle Ages (in Italian)**
The relationship between church and state in Italian society from Renaissance to modernity. Students enrolling in this course (Italian 310) attend the class meeting of Italian 210 (See "Courses Offered in Translation") and in addition must enroll in a one-hour tutorial,

which is a lecture/discussion in Italian. All work and readings are in Italian.
Meets Humanities I-A requirement.
The department
Prereq. Italian 211, 221, or permission of instructor; 1 meeting (2 1/2 hours) plus tutorial (1 hour); 4 credits

312s Eia Eia Alalà: Italian Authors and Fascism
This course explores some aspects of twentieth-century Italian culture in relation to Mussolini's dictatorship. From futurism to the end of World War II, we will follow the development of fascism with some of the authors who lived through it and who narrated their experience. From Pavese to Ginzburg, from Morante to Primo Levi, from Bassani to Carlo Levi, we will discuss literary trends, architecture, and visual arts of the "Ventennio."
Meets Humanities I-A requirement
O. Frau
Prereq. Italian 221 or permission of instructor; 2 meetings (75 minutes); 4 credits

***321 Topics in Modern Italian Literature**
This course is a study of the major literary genres of modern Italian literature: poetry, novel, or drama. Conducted in Italian.

**Travels and Travelers in Modern Italian Literature and Film*
Italy is one of the top travel destinations in the world, and Italians have always been avid travelers. This course will explore fictional travels, exotic travels, adventure trips, concentration camps, issues of emigration and immigration in modern Italy, the American dream, trips to Italy and through Italy. Readings will include De Amicis, Mantea, Pirandello, Buzzati, Levi, Pavese, Nassera, Chohra, and screenings of films by Rossellini, Pasolini, Amelio, and Salvatores. Conducted in Italian.
Meets Humanities I-A requirement.
The department
Prereq. Italian 221 or permission of instructor; 2 meetings (75 minutes); 4 credits

350f Novelle e storielle/Novellas and Tales
From Boccaccio to Calvino, Italian writers experimented with the difficult art of the short story. This course will explore the universe of the short story in modern Italy, with special attention to the phenomenon of the literary magazine, which for the first time offered women writers a small but solid platform to launch their careers. Readings will include: DeAmicis, Neera, Marchesa Colombi, Serao, Pirandello, Ginzburg, Buzzati, Pavese, Landolfi, and Calvino.
Meets Humanities I-A requirement.
O. Frau
Prereq. Italian 221 or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 25

395fs Independent Study
Does not meet a distribution requirement.
The department
1 to 8 credits

Courses Offered in Translation

These courses meet a distribution requirement in humanities—arts, language, literature, and history. They do not satisfy the foreign language requirement.

***210 Dante and the Middle Ages**
(Taught in English) A close reading of Dante's *Inferno*, *Vita Nuova*, and *On World Government* in the context of their historical and cultural backgrounds. By relating literature to philosophical, theological, and political concerns, we will examine Dante's work within the intellectual and social realities of the Middle Ages, and we will consider the impact of the classical tradition on Dante's thought. Some audiovisual resources will be used to complement the texts with an iconography of Dante's world, as it appears from sources belonging to Dante and his original public's cultural patrimony.
Meets Humanities I-A requirement.
The department
2 meetings (75 minutes); 4 credits

Jewish Studies

The minor in Jewish studies is administered by the Jewish Studies Committee: Professors Fine (Jewish studies, *chair*), Gill (politics), Lipman (history), Remmler (German), Weber (English); Associate Professors Hashmi (international relations), King (history); Assistant Professors Ben Moshe (Jewish studies), Penn (religion).

Contact Persons

Anna May Dion, *senior administrative assistant*
Lawrence Fine, *chair*

The curriculum in Jewish studies provides course offerings in a range of fields and disciplines, including English, German, history, international relations, politics, and religion. Courses represent a variety of methodological approaches and are intended to introduce students to the broad and rich diversity of Jewish culture and experience.

Requirements for the Minor

Those choosing a minor in Jewish studies should consult as early as possible with the program chair in order to devise a course of study in consultation with the chair and other members of the program.

Credits

- A minimum of 16 credits beyond the 100 level

Courses

- Jewish Studies 104, Introduction to Judaism *or* 208, Texts and Readers: Introduction to the Religious Classics of Judaism
- At least 4 credits must be at the 300 level.

Students are encouraged to consider Jewish studies offerings at the other Five Colleges, including study of Hebrew and Yiddish.

First-Year Students

First-year students are encouraged to take either 104 or 208 as a gateway to Jewish studies.

Course Offerings

104s Introduction to Judaism
(Same as Religion 104fs) Judaism is a 3,500–year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.
Meets Humanities I-B requirement.
4 credits

109f First-Year Seminar: Holy Feast, Holy Fast; Food, Eating and the Sacred
(Same as Religion 109(01)) In religious traditions, permitted and prohibited foods, special foods, and rules and customs with respect to eating are of great significance. This course explores the relationships between food, eating, and the sacred. What are foods of ritual importance? What constitutes sacred eating? What is the role of blessings and table customs? What are the purposes behind fasting in religious cultures?
Meets Humanities I-B requirement.
L. Fine
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

150f–151s Introduction to Modern Hebrew
This yearlong course introduces students to modern, spoken Hebrew by a systematic study of grammar and vocabulary. Emphasis will be placed on conversational Hebrew as it is spoken in Israel today. Some attention will

be given to the cultural setting of modern Hebrew as well. No previous knowledge necessary.
Meets language requirement or Humanities I-B requirement.
I. Ben Moshe
3 meetings (75 minutes); 8 credits, credit is contingent upon completion of both Jewish Studies 150 and 151; enrollment limited to 18

***208fs Texts and Readers: Introduction to the Religious Classics of Judaism**
(Same as Religion 208fs) The study of a religious textual tradition that is thousands of years old is like an archaeological dig. One uncovers layer upon layer of cultural meaning. This course surveys the most important and influential layers of Jewish textual culture: Biblical narrative and law; rabbinic theology and law; medieval mysticism, philosophy, ethics, and poetry; and examples of modern Jewish thought. How does one layer build upon those prior to it? What is the role of various historical communities in the process of interpretation and innovative reading?
Meets Humanities I-B requirement.
L. Fine
2 meetings (75 minutes); 4 credits

***212f Introduction to Judaism**
(Same as Religion 212fs) Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.
Meets Humanities I-B requirement.
L. Fine
2 meetings (75 minutes); 4 credits; enrollment limited to 25

***215fs Jewish Spiritual Autobiographies**
(Same as Religion 215fs) Along with such genres as letters, ethical wills, travel accounts, and other personal communications, spiritual autobiographies and diaries often reveal what people actually thought and felt about matters important to them. These sources provide insight into religion as lived experience. This course studies autobiographical accounts of Jewish religious figures from the medieval period to the contemporary. We include narratives by both women and men, philosophers, mystics, messianic pretenders, travelers, authors of Holocaust memoirs, and other contemporary Jews. Taken together, such accounts bring to life the diversity of spiritual quests in which Jews have engaged.
Meets Humanities I-B requirement.
L. Fine
2 meetings (75 minutes); 4 credits; enrollment limited to 20

217f (01) Midrash: Early Rabbis Wrestle with the Bible
(Same as Religion 217) This course examines the interpretive culture that gave rise to and comprises Rabbinic Judaism in the first centuries of the common era. It focuses on the interpretations of the Hebrew Bible by the early rabbis, to gain an appreciation of their richly imaginative world. How do the rabbis creatively read the Scriptures in the light of their theological, ethical, and religious perspectives?
Meets Humanities I-B requirement.
L. Lyke
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***222f Engendering Judaism: Women and Jewish Tradition**
(Speaking-intensive course; same as Religion 222f) This course examines the representations and roles of women in Jewish culture, from the literature of the Hebrew Bible to the contemporary period. What were the distinctive ways in which women's religious life expressed itself by way of prayer and ritual practice? Were there women mystics and visionaries? How did women exert their influence as mothers and wives? There will be significant focus on the dramatic developments taking place among contemporary Jewish women: innovative rituals and experimental liturgies; opportunities to become rabbis; new approaches to God,

theology, and social issues; the Jewish lesbian movement; women's writing and documentary filmmaking.
Meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits

235f Introduction to Jewish Mysticism
(Same as Religion 235f) Mysticism refers to a type of religious life in which individuals seek intimate and personal, direct and intense experience of the Divine. There exists a rich and fascinating Jewish mystical tradition with hundreds of books of diverse kinds. This course examines the Kabbalah of thirteenth-century Spain, focusing upon the seminal work of this period, the Zohar; the synthesis of mysticism and messianism that occurred in the city of Safed (in the Land of Israel) in the sixteenth century; the popular pietistic movement of Eastern Europe from the eighteenth century forward, Hasidism; and various expressions of mystical spirituality in our own time.
Meets Humanities I-B requirement.
L. Fine
2 meetings (75 minutes); 4 credits

***245fs The Quest for Meaning after the Holocaust**
(Same as Religion 245fs) The destruction of European Jewry by the Nazis during the Second World War was the most devastating tragedy in all of modern Jewish history and perhaps of the twentieth century as a whole. The Holocaust poses fundamental questions for all people about what it means to be human, the nature of social community, and about religious faith and tradition. This course explores significant attempts to come to grips with these moral and philosophical questions through literature, religious thought, and film, including the work of Paul Celan, Primo Levi, Elie Wiesel, Aharon Appelfeld, Arthur Cohen, Richard Rubenstein, Jean Amery, Claude Lanzmann, Eva Fogelman, and Pierre Sauvage.
Meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits

***255f Dimensions of Contemporary Judaism in America**
(Same as Religion 255s) Contemporary Judaism in America is in a state of extraordinary ferment and creative transition. This course will explore significant aspects of this ferment, including ritual innovation and experimentation, theological creativity, Jewish feminism, the growing interest in Jewish spirituality, Jewish environmentalism, Zionism, and the religious repercussions of the Holocaust.
Meets Humanities I-B requirement.
L. Fine
2 meetings (75 minutes); 4 credits

***265fs Holy Feast, Holy Fast: Sacred Food and Eating in Judaism**
(Same as Religion 265fs)This course explores the role of food and eating in Jewish religious culture, but will also include a significant comparative religious dimension. Topics will include the ritual, religious, and social significance of the dietary laws in Judaism, the symbolic foods of Passover and other festivals, fasting and ascetic attitudes toward food, as well as food culture as a marker of Jewish identity.
Meets Humanities I-B requirement.
L. Fine
2 meetings (75 minutes); 4 credits; enrollment limited to 18

275s The Ethics of Interpersonal Relations in Judaism
(Same as Religion 275(01)) As in other religious traditions, interpersonal relations are central to Judaism. Drawing upon both classical and modern textual sources, this course explores such themes as responsibility, compassion, humility, and honesty in interpersonal affairs. It also considers notions of love, friendship, and teacher-disciple relations, both between individuals and in the context of religious community.
Meets Humanities I-B requirement.
L. Fine
2meetings (75 minutes); 4 credits; enrollment limited to 25

295fs Independent Study
Does not meet a distribution requirement.
The department
1 to 4 credits

***350fs Special Topics in Judaism**
A study of a particular problem of inquiry, topic, or theme, with a comparative focus.

**350f(01) Contemporary Jewish Ethics*
(Same as Religion 350f) This course will explore issues of contemporary ethics from the point of view of Jewish religious thought and tradition. Topics will include medical and genetic ethics, death and dying, family and sexual ethics, ethics of war, poverty, and the environment. The course will explore these issues in the context of theoretical approaches to questions of religion and ethics.
Meets Humanities I-B requirement.
The department
Prereq. 4 credits in religion or Jewish studies, or permission of instructor; 1 meeting (2 1/2 hours); 4 credits

**350s(01) Love, Friendship, and Interpersonal Relations in Judaism*
(Same as Religion 350s) This course will explore ideas and practices having to do with interpersonal relations in Judaism, particularly notions of love and friendship in various contexts: teachers and disciples, fellow students, wives and husbands, and among members of specific communities, including intentional fellowships. There will be a special focus on traditions and communities rooted in Jewish mystical tradition, including Hasidism.
Meets Humanities I-B requirement.
L. Fine
Prereq. 4 credits in religion or Jewish studies, or permission of instructor; 1 meeting (2 1/2 hours); 4 credits; enrollment limited to 12

395fs Independent Study
Does not meet a distribution requirement.
The department
1 to 8 credits

Related Courses in Other Departments

For a list of current courses that may be taken for credit toward a Jewish studies minor, consult with the chair of the program.

Latin American Studies

The major and minor in Latin American studies are administered by the Latin American Studies Committee: Professors Gudmundson (Latin American studies), Márquez (Latin American studies), Morgan (anthropology), Paus (economics).

Contact Person

Dawn Larder, *senior administrative assistant*

Latin American studies is an interdisciplinary program that emphasizes critical approaches to the culture, history, society, and political economy of the region. As societies long defined by and in opposition to external powers, Latin America and the Caribbean have in modern times developed distinctive national and cultural identities celebrated on a world stage in art, music, and literature. The program studies the region in its enormous geographic diversity—from plantation to highland Americas, from Mexico to Argentina; and linguistic variety—four European, several Creole, and numerous indigenous languages. Students pursue course work in several thematic and geographic areas.

Requirements for the Major

Credits

- A minimum of 40 credits
- At least 20 credits at the 300 level

Courses

- Latin American Studies 180, Introduction to Latin American Cultures
- At least one advanced (300-level) course on Spanish American or Brazilian literature taught in the language
- At least one course dealing with subjects outside traditional Latin America—that is, the non-Hispanic areas of the Caribbean or South America; indigenous peoples of the region; the migration of Hispanic or Caribbean communities abroad
- It is also strongly recommended that majors complete an appropriate course in American, African American, or Latin American studies that assesses the role of the United States in Latin America, studies United States Latino communities, or compares related experiences across United States/Latin American boundaries.
- At least two courses outside the primary area of interest

Other

- A command of Spanish or Portuguese. An elementary knowledge of the other language (Spanish or Portuguese) and study abroad are strongly recommended for all majors.

Spanish language and Spanish American literature instruction are offered at Mount Holyoke College, and Portuguese is available through Five College registration at Smith College or the University of Massachusetts. Programs for study abroad can be arranged throughout Latin America and the Caribbean.

Latin American studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

Latin America was traditionally defined as only those areas colonized by Spain and Portugal. In practice, however, virtually all of the Western Hemisphere except the United States and Canada have tended to fall within courses taught under the heading of Latin American studies in the United States. Thus, the region and peoples we study are heterogeneous, and their historical definition is also tied to U.S. or "American" actions and self-definition.

The study of Latin America, as with most world area studies, began with a basis in literature and the humanities. However, this often limited the perspectives available to both students and researchers. As both self-defined by language or culture and unique in the world, area studies often failed to attract social science theorists and comparative

study. Similarly, prospective majors often bring with them a narrow thematic interest or disciplinary background. To ensure a broader knowledge of the area and its peoples, all majors complete at least two courses outside their primary area of interest, broadly defined as culture and society and political economy orientations (see course listings below). A course of study for the major should begin with Latin American Studies 180, as well as language instruction as needed. Thereafter, course work at the 200 level offers more challenging introductions to either discrete, national/regional experiences or more specific, narrow topics treated regionwide. Examples of the former include courses on the Caribbean, Mexico, Central America, Brazil, the Andean area, the Southern cone (southern Brazil, Argentina, Uruguay, Chile), and Hispanic/Caribbean peoples abroad. Examples of the latter include Economic Development, Latin American Political Systems, Spanish American Literature, the Social and Intellectual History of Spanish America, and Slavery in the Americas. Finally, course work at the 300 level offers in-depth studies of particular problems employing specialized bibliography and research materials, the background and contextual knowledge for which the major will have acquired in her earlier course work. Examples include courses on various topics and special problems in Spanish American Literature, Seminar in Economic Development, Anthropology of Economic Development, and Postmodernism and Latin America. Independent research, which may lead to honors work, is available via Latin American Studies 395, for which the major should prepare by the end of her junior year. Course work should be planned in close consultation with the major advisor, who is chosen from among the program faculty upon declaration of the major.

Courses in culture and society include Latin American Studies 170, 180, 274, 277, 373, 376, 388, and, depending on content, 287 and 387; Spanish 219, 235, 237, 331, 341, 351, 361; and Anthropology 202 and 203. Courses in political economy include Latin American Studies 175, 260, 275, 276, 288, 289, 386, 389, and, depending on content, 287 and 387; Economics 213, 314; Politics 214; Anthropology 202, 226; and, depending on content, International Relations 240, 301, 312, and 314.

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Latin American Studies 180, Latin American Cultures
- At least one course at the 300 level
- One higher-level Latin American studies course

Courses in the student's major field may not be used to fulfill the requirements of the minimum minor.

Course Offerings

***170f Readings in Caribbean Literature**
Features comparison of selected readings in the literature of the Spanish-, French-, and English-speaking Caribbean. Introduces the literary personality of the area, the transformation of the material of Caribbean social life into formally crafted and effective literary statement, and characteristic thematic and broader cultural preoccupations. Asks primary questions, such as "How does a novel—or poem—work?" and addresses similar issues related to forms of critical thinking and literary analysis. Readings and discussion in English.
Meets multicultural requirement; meets Humanities I-A requirement.
R. Márquez
2 meetings (75 minutes); 4 credits

175s Historical Emergence of the Caribbean
The historical development of the Caribbean from the Conquest to the mid-twentieth century. Patterns of conquest, colonization, and settlement by European nations; the rise of plantation-dominated society; the process of insular and interregional differentiation; the emergence of American imperial designs; and the rise of anticolonial, nationalist movements. Comparative reviews of the experience of Haiti, Jamaica, and Puerto Rico

highlight broader regional trends and the ways the Caribbean's major language zones have responded to the challenge of their shared history.
Meets multicultural requirement; meets Humanities I-B requirement.
R. Márquez
2 meetings (75 minutes); 4 credits

180f Introduction to Latin American Cultures
(Same as History 180f) Examines the confrontation, assimilation, and transformation of Amerindian, African, and European cultures in Latin America from the sixteenth century to the present. Focuses on the processes in which distinctive self-images emerged in the region and how these images have been challenged and changed over time. Uses films, literature, and folk traditions to complement scholarly analyses of the emergence of a New World mentality.
Meets multicultural requirement; meets Humanities I-B requirement.
L. Gudmundson
2 meetings (75 minutes); 4 credits

260s Afro-Latin America: From Slavery to Invisibility
(Same as History 287s) Exploration of historical experiences of Afro-Latin American populations since Independence within and outside the nation-state. We will question how and why one might study those whose governments define them not as peoples of African descent but as part of a mixed-race majority of Hispanic cultural heritage, who themselves may often have supported this policy, and who may have had compelling reasons to avoid official scrutiny. Readings include turn-of-the-century racialist theorizing in Latin America; historical works using census, economic, criminal, and marriage records; analyses of race in the representation of regions and nations; as well as anthropological and autobiographical works.
Meets multicultural requirement; meets Humanities I-A requirement.
L. Gudmundson
2 meetings (75 minutes); 4 credits

274s Puerto Rican Literature and Society: Borinquen to El Barrio
An examination of the rise of national society in Puerto Rico and the literary forms in which it finds expression. Emphasis is on the historical context, artistic evolution, forms, moods, settings, and characteristic concerns of that expression, including a probe of the impact on and changes in literary utterance effected by annexation to the United States. The emergence of a uniquely Puerto Rican literature within the American metropolis, its distinctive character, voice, texture, and cultural singularity will thus be an important part of our concern.
Meets multicultural requirement; meets Humanities I-A requirement.
R. Márquez
2 meetings (75 minutes); 4 credits

***275s Paradigms of New World Thought**
This course is devoted to the work of commanding figures of Latin American and Caribbean thought at various times and different places. Thinkers whose work may form its basis in various offerings include among others: Columbus, Bartolomé de Las Casas, José Martí, J. C. Mariátegui, C. L. R. James, etc. Their lives and work exemplify the diversities, varying regional settings, social contexts, and shifting historical coordinates of major epochs of transition. Their assessment of a myriad of key issues has made each a touchstone of continuing authority and influence extending beyond their particular locale, time, or region. Why this should be so is among the many questions we will address.
Meets multicultural requirement; meets Humanities I-B requirement.
R. Márquez
4 credits

***277s Caribbean Women Writers**
Comparative examination of contemporary women's writing in the Caribbean. Emphasis will be on their engagement with issues of history, cultural articulation, race, class, gender, and nationality, including exploration of their formal procedures, individual moods, regional particularity, and general impact as writers. Rosario Ferré, Ana Lydia

Vega, Julia Alvarez, Edna Brodber, Maryse Condé, Simone Schwarz-Bart, Jean Rhys, Beryl Gilroy, and Rosa Guy are among those whose works we will review.
Meets multicultural requirement; meets Humanities I-A requirement.
R. Márquez
2 meetings (75 minutes); 4 credits

***278f The Fiction of History: Historical Truth and Imaginative Invention in the Latin American Novel**
Examination of the scope, reach, and limits of the Latin American variant of the historical novel as a narrative form. The variety of ways in which it fictionally strives to recreate "certain crisis in the personal destinies of a number of human beings [which] coincide and interweave with the determining context of an historical crisis," the historical vision each writer brings to the work, will be given particular attention.
Meets multicultural requirement; meets Humanities I-B requirement.
R. Márquez
4 credits

***287f Topics in Latin American Studies**
(Same as History 287fs) Designed for students who have had an introduction to Latin America through Latin American Studies 180 or 181 or a course on Latin America in some other discipline (anthropology, history, literature, or politics, for example), 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.
Meets multicultural requirement; meets Humanities I-A requirement.
Prereq. jr, sr, 4 credits in Latin American studies; 2 meetings (75 minutes); 4 credits

***288f Modern Mexico**
(Same as History 288f) An analysis of the modern Mexican nation-state organized around three major themes: the conflictive yet symbiotic relationship with the United States, from the war of the 1840s through the North American Free Trade initiative of today; the succession of reformist and revolutionary upheavals in 1810–1821, 1856–1867, 1910–1917, the 1930s, and again today, seeking to resolve both problems of the colonial past and new conflicts traceable to the very reforms generated by earlier political and social struggles; and the meaning of Mexican nationality from different ethnic, gender, and class perspectives. Readings include autobiographical and literary works, historical studies, and films.
Meets multicultural requirement; meets Humanities I-B requirement.
L. Gudmundson
2 meetings (75 minutes); 4 credits

***289s Slavery in the Americas**
(Same as History 289s) A course, organized topically rather than geographically or nationally, that offers a comparative analysis of African American slavery as a dominant social system in Brazil, the Caribbean, and the U.S. South. Topics include: why slavery?; sugar and slavery; historical demography; culture and the law; kinship and family; long-run economic development; patterns of race relations; master class and racist ideologies; resistance to slavery; and abolition and its aftermath. Readings include historical and anthropological studies, as well as a major documentary collection on slavery in Brazil.
Meets multicultural requirement; meets Humanities I-B requirement.
L. Gudmundson
2 meetings (75 minutes); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
1 to 4 credits

***373s Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers**
A sustained, comparative study of the developing canon of at least three major contemporary writers from the Caribbean, representing the region's Spanish-, English-, and French-speaking cultural zones. Articulates the evolution, contours, and scope of each author's unique perception of the New World and, especially, the broadly defining features of what Welsh cultural historian Raymond Williams would have

called their peculiarly Antillean "structure of feeling."
Meets multicultural requirement; meets Humanities I-A requirement.
R. Márquez
Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 2 meetings (75 minutes); 4 credits

386f Central America: Reform, Reaction, Revolution
(Same as History 386f) This seminar explores the diverse experiences of Central American nations in the twentieth century. From a common basis in an export-oriented agriculture, social and political alternatives ranging from social democracy to recurrent military rule, neofascist regimes, and revolutionary socialism have emerged in the isthmus. The course uses materials ranging from autobiography and literature to historical and anthropological studies to understand how this came to be. In addition to national cases, we consider the unique experiences of the area's indigenous and Atlantic-coast peoples within and outside the nation-state framework.
Meets multicultural requirement; meets Humanities I-B requirement.
L. Gudmundson
Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 1 meeting (2 1/2 hours); 4 credits

***387s Special Topics in Latin American Studies**
(Same as History 387s) This course offers advanced students an opportunity for intensive study of a problem with careful attention to research methods and to presenting their work in oral and written form.
Meets multicultural requirement; meets Humanities I-A requirement.
Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 1 meeting (2 1/2 hours); 4 credits

***388s Postmodernism and Latin America**
(Same as History 388s) For many the "discovery" of America opened the modern era. Its closing may also have been foretold in Latin America's confounding of diverse theories of modernization and development in recent times. This seminar will introduce the student to a number of both classic and more recent works on Latin America (in English) that advance along postmodernist lines, ranging from cultural contact and conflict, language, meaning, and power in the sixteenth century, to the invention of national identities in the nineteenth century, to discourses of ethnicity, class, gender, and reason in the twentieth century.
Meets multicultural requirement; meets Humanities I-B requirement.
L. Gudmundson
Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 1 meeting (2 1/2 hours); 4 credits

389s Agrarian America: Sugar, Cotton, Coffee, Wheat
(Same as History 389s) This course explores the structure and variety of societies generated in North, Central, and South America by four widely distributed export crops. Although not bound by rigid chronology, our focus will be primarily on the period 1750–1950. Principal concerns of the course are variations by time and place in each commodity's technologies, labor systems, farm sizes, and social structure; the political dynamics associated with each type of farming; and the problematic features of capitalism in agriculture, or, how and when do peasants become farmers and farming agribusiness? Readings in English on cases drawn from throughout the Americas.
Meets Humanities I-B requirement.
L. Gudmundson
Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 1 meeting (2 1/2 hours); 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
1 to 8 credits

Related Courses in Other Departments

See department listings for course descriptions.

	Art History
242f	History of Photography
245f	Contemporary Art
	Economics
213fs	Economic Development
249f	Topics in Economics: Monetary Policy in Developing Countries
314s	Economic Development in the Age of Globalization
	Spanish
219s	U.S. Latino/a Literature
221f	Introduction to Spanish and Latin American Film
235f	Introduction to Latin American Literature I
237s	Introduction to Latin American Literature II
345s	Contemporary Latin American Literature: Literature of the Revolution or Revolution of Literature in Latin America
351f	Latin American Thought: Queer Theory in Latin America
361s	Seminar on Latin American Literature: From Bicycle Thieves to *Guerrilleros*: Italian, French, and Latin American New Cinemas

Mathematics

The mathematics major and minor are administered by the Department of Mathematics and Statistics: Professors Cobb (on leave 2007–2008), Davidoff, Durfee (*chair*), Gifford, O'Shea, Peterson, Pollatsek (on leave spring 2008), Robinson, Weaver; Assistant Professors McLeod, Sidman (on leave 2007–2008); Visiting Associate Professor Jordan; Lecturer Morrow.

Contact Persons

Laurie Kamins, *senior administrative assistant*
Alan Durfee, *chair*

Courses in the Department of Mathematics and Statistics are designed with several goals in mind: to teach the language of the mathematical sciences, to provide a command of powerful mathematical tools, to develop problem-solving skills, to foster the ability to ask questions and make independent discoveries, and to encourage the experience of mathematics as a distinctively rigorous way of knowing.

Requirements for the Major

Credits

- A minimum of 32 credits
- 20 credits at the 300 level

Courses

- Mathematics:
    - 203, Calculus III
    - 211, Linear Algebra
    - 251, Laboratory in Mathematical Experimentation
    - 301, Real Analysis
    - 311, Abstract Algebra
- At least 12 additional credits at the 300 level in mathematics or statistics

Requirements for the Minor

Credits

- A minimum of 16 credits in mathematics at the 200 level or higher

Courses

- At least one of the following:
    - 203, Calculus III
    - 211, Linear Algebra
    - 251, Laboratory in Mathematical Experimentation
- At least one 300-level mathematics course

Students planning a minor in mathematics should consult a member of the department.

Beginning the Study of Mathematics

There are many ways to begin the study of the mathematical sciences at Mount Holyoke College. Students can begin with calculus, an introduction to statistics or data analysis, an "explorations" course, or computer science.

Calculus isn't for everyone, but it is recommended or required for many majors and graduate programs, including economics, statistics, and most pure and applied sciences. Students who intend to study calculus at Mount Holyoke are strongly encouraged to complete precalculus (or a comparable course) before they arrive. (No Mount Holyoke credit is given for precalculus courses taken at other institutions.)

The department asks all students who are considering enrolling in calculus or statistics during their career at Mount Holyoke to complete a brief self-assessment on precalculus skills. Sample questions, with answers, are available on the department's Web page, *http://www.mtholyoke.edu/acad/math*. Competency in these basic skills is very important in quantitative courses throughout the Mount Holyoke curriculum, and students can profit from addressing any weaknesses before arriving on campus. The department also offers a noncredit mathematics refresher during January Term. The actual self-assessment is available to all entering students and all students preregistering for calculus. It is designed so that a student can use it as a learning tool, taking it as many times as she wishes, and getting pointers to

appropriate review materials for the questions she misses. More information is on the department's Web page.

Beginning with Calculus. Many students begin their study of mathematics with calculus. If your interests lie in science or social science, calculus is important, because it is the language these disciplines use. Unlike many high school calculus courses, ours emphasize not only technical skills but also the concepts of calculus, the contexts in which the mathematical ideas arise, and realistic applications. Mastering the subject at this deeper level can be hard work, but the rewards are great, as students acquire meaningful, practical knowledge.

If you wish to begin with a calculus course, you can take one of the following courses:

Mathematics 100 A and B, Enriched Calculus IA and IB; Mathematics 101, Calculus I; Mathematics 202, Calculus II; or Mathematics 203, Calculus III.

Mathematics 100 A and B, Enriched Calculus IA and IB: This yearlong course includes the topics in Mathematics 101, Calculus I. It is intended for students who, based on the results of their precalculus assessment and the agreement of the instructor, need to strengthen their quantitative and algebraic precalculus skills in order to learn calculus.

Students who have not studied calculus and who have the necessary precalculus background belong in Calculus I. Because some sections of Calculus I differ significantly from traditional high school calculus, it has been our experience that students who "start over," in order to ease the transition into college, initially may have more difficulty in Calculus I than beginners. However, students who take Calculus I expecting and welcoming new ideas have found it rich and rewarding.

Most students who have taken calculus in high school begin with Calculus II. In particular, if you have studied the derivative and its applications and have been introduced to the definite integral, you will be prepared for Calculus II.

If you have a good knowledge of applications of integration and of transcendental functions, and if you enjoy mathematics, we encourage you to begin your college-level study of calculus with Calculus III (203). (The study of series is neither required for nor included in Calculus III. Physics and mathematics students will encounter this topic in later courses.)

Beginning the study of calculus beyond 101 does not require the advanced placement examination, although the score on this examination is a useful guide. A student with an advanced placement AB score of 3 or less should consider Mathematics 101, Calculus I; an advanced placement AB score of 4 or 5 or a BC score of 3 indicates readiness for 202; a grade of 4 or 5 on the BC examination indicates readiness for 203.

Other Beginnings. The "explorations" courses in algebra, number theory, geometry, fractals and chaos, and cryptology (110,114,120,125, 139) offer another way to begin your study of mathematics. They emphasize mathematics as an art and as a way of seeing and understanding. The exploration courses do not presuppose special talent for or prior strong interest in mathematics. They intend to awaken interest by demonstrating either the remarkable pervasiveness of mathematics in nature and its power as a tool that transcends disciplines, or its qualities as an art that can fascinate and offer aesthetic pleasure to the participant. Any explorations course can serve as an entry to the further study of mathematics, and even to a minor or a major. Students who wish to go on may follow up with the Laboratory in Mathematical Experimentation (251), among various other possibilities, all of which can be discussed with any member of the department. At least two and usually three of these exploration courses are offered each year.

A few students begin their study of mathematics with Linear Algebra (211) or the Laboratory in Mathematical Experimentation (251). Linear Algebra is a good choice for students who have a very solid background in high school mathematics and who

enjoy abstraction. If you have taken some calculus, and if you enjoy exploring ideas on your own, then you might consider the Laboratory in Mathematical Experimentation (251).

Finally, some students begin their study of mathematical sciences with statistics or computer science. For more information see the sections on statistics and computer science in this catalogue.

Advice to Students with Special Interests

Actuarial science: Students interested in this area should plan to cover the material that is included in the first two actuarial exams as part of their undergraduate program. This material is included in Calculus I (Mathematics 101), Calculus II (Mathematics 202), Calculus III (Mathematics 203), Probability (Statistics 342), and Mathematical Statistics (Statistics 343), along with Macroeconomic Theory (Economics 211), Microeconomic Theory (Economics 212), and Economics of Corporate Finance (Economics 215). Students are also encouraged to obtain experience through an internship.

Biostatistics, public health, or natural resources: Students interested in these areas should include substantial work in biology, chemistry, geology, and/or environmental studies in their programs.

Economics or business: Many students with these interests choose the special major in mathematics and economics or the special major in statistics and economics.

Engineering: Students interested in engineering often double major in mathematics and physics and/or participate in one of the College's five-year, dual-degree programs with Dartmouth's Thayer School of Engineering, the California Institute of Technology, or the University of Massachusetts (see the Other Degree and Certificate Programs chapter).

Graduate school: Students preparing for graduate school in mathematics or statistics often participate in an undergraduate research program in the summer after the junior year and continue with an honors thesis in the senior year. For students considering graduate work in mathematics, more than the minimum number of courses for the mathematics major is advisable.

Teacher Licensure

Students interested in pursuing licensure in the field of mathematics can combine their course work in mathematics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of mathematics, please consult your advisor or the chair of the mathematics department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application, as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the mathematics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Using the Computer

Computer projects are a part of many courses in mathematics. Calculus courses (Mathematics 101, 202, 203), Linear Algebra (Mathematics 211), and the Laboratory in Mathematical Experimentation (Mathematics 251) may use the computer for demonstration, experimentation, and/or discovery. Prior computer experience is not required.

Prerequisites for introductory courses are listed in terms of admission units. An admission unit is a year of high school mathematics, beginning with Algebra I (usually taken in grade nine).

Course Offerings

100f(A)–100s(B) Enriched Calculus IA and IB
This yearlong course includes the topics in Mathematics 101, Calculus I. It is intended for students who, based on the results of their precalculus assessment and the agreement of the instructor, need to strengthen their quantitative and algebraic precalculus skills in order to learn calculus.

100f(A) Enriched Calculus IA
Features modeling of phenomena in the natural and social sciences. Mathematics 100A: representation and interpretation of data, functions and their graphs, the derivative. Mathematics 100B: logarithmic and trigonometric functions, integrals and the varied processes that they can represent, accumulation and antidifferentiation, the several forms of the fundamental theorem.
Completion of the yearlong sequence meets a Science and Math II-A requirement; does not meet a distribution requirement.
G. Davidoff
Prereq. permission of instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits; enrollment limited to 30
Note: *Student may send assessment score and background information to* gdavidof@mtholyoke.edu.

100s(B) Enriched Calculus IB
(See Mathematics 100f(A))

101fs Calculus I
Students who have not studied calculus and who have the necessary precalculus background belong in Calculus I. Because some sections of Calculus I differ significantly from traditional high school calculus, it has been our experience that students who "start over," in order to ease the transition into college, initially may have more difficulty in Calculus I than beginners. However, students who take Calculus I expecting and welcoming new ideas have found it rich and rewarding. Please read the "Beginning the Study of Mathematics" section. This course presents rates of change and their applications, integrals, the fundamental theorem, and modeling of phenomena in the natural and social sciences.
Meets Science and Math II-A requirement.
J. Morrow, M. Robinson, R. Weaver (fall); the deprtment (spring)
2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

***110f Explorations in Algebra**
High school algebra is essentially the study of the laws that govern the system of numbers we use for ordinary arithmetic. This course focuses on certain of these laws and studies the systems, called "groups," governed by them. Groups have beautiful properties and describe many phenomena: crystallography, graphic art, matrix algebra, counting, nuclear physics, codes, and more. The course studies the group laws and their consequences, as well as many examples of systems satisfying these laws.
Meets Science and Math II-A requirement.
The department
2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits; enrollment limited

***114f Explorations in Number Theory**
Studies basic mathematical structures using as models symmetries of plane figures, the ordinary integers, and other number systems. Using examples to uncover patterns that help reveal and explain relationships. Solving simple equations in these new settings quickly brings students into contact with some intriguing problems being studied by contemporary mathematicians.
Meets Science and Math II-A requirement.
The department
Prereq. 4 admission units or permission of instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits; enrollment limited

***120fs Explorations in Geometry**
The system of geometry devised by the ancient Greeks was immutable until the nineteenth century, when it was put in a broader framework better able to accommodate the varied interests of physical science and mathematics. In this course, we study geometry as it developed historically, from the time of Pythagoras to the recent past.

Meets Science and Math II-A requirement.
The department
2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

***125fs Explorations in Fractals and Chaos**
An introduction to fractals and chaos. Topics selected from the following: self-similar fractals, fractal dimension, iteration, the Feigenbaum diagram, Julia sets and the Mendelbrot set, strange attractors and applications.
Meets Science and Math II-A requirement.
The department
3 meetings (50 minutes); 4 credits; enrollment limited

139f Explorations in Cryptology
Cryptology is the study of secret codes. Since the beginning of civilization to the present day, encrypted messages have played an important role in war, espionage, diplomacy, and business. This course examines the history of these codes and their mathematical basis.
Meets Science and Math II-A requirement.
A. Durfee
Prereq. 4 admission units or permission of the instructor; 3 meetings (50 minutes); 4 credits

202fs Calculus II
Most students who have taken calculus in high school begin with Calculus II. In particular, if you have studied the derivative and its applications and have been introduced to the definite integral, you will be prepared for Calculus II. Please read the "Beginning the Study of Mathematics" section. Topics include techniques of integration, applications of integration, differential equations, sequences, series, and Taylor series.
Meets Science and Math II-A requirement.
R. Jordan, H. Pollatsek, J. McLeod (fall); the department (spring)
Prereq. 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

203fs Calculus III
If you have a good knowledge of applications of integration and of transcendental functions, and if you enjoy mathematics, we encourage you to begin your college-level study of calculus with Calculus III. Please read the "Beginning the Study of Mathematics" section. Topics include differential and integral calculus of functions of several variables.
Meets Science and Math II-A requirement.
M. Peterson (fall), the department (spring)
2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

211fs Linear Algebra
Topics include elements of the theory of matrices and vector spaces.
Meets Science and Math II-A requirement.
J. McLeod (fall); the department (spring)
Prereq. any 100-level mathematics course; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

232s Discrete Mathematics
Studies some aspects of discrete mathematics. Topics may include sets, functions, elementary probability, induction proofs, recurrence relations, and matrices.
Meets Science and Math II-A requirement.
The department
Prereq. any 100-level mathematics or computer science course, or permission of instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

251fs Laboratory in Mathematical Experimentation
(Writing-intensive course) Offers mathematics as a laboratory science. After a short introduction to the computer, uses hand and computer computation to explore mathematical ideas. Directs laboratory projects toward discovery of properties and patterns in mathematical structures. The choice of projects varies from year to year and is drawn from algebra, analysis, discrete mathematics, geometry, and statistics.
Meets Science and Math II-A requirement.
G. Davidoff (fall), the department (spring)
Prereq. 4 credits from the department or permission of instructor; 2 meetings (1 hour, 50 minutes); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, permission of department; 1 to 4 credits

301s Real Analysis
Topics include the real number system, convergence of sequences and series, power series, uniform convergence, compactness and connectedness, continuity, abstract treatment of differential and integral calculus, metric spaces, and point-set topology.
Meets Science and Math II-A requirement.
The department
Prereq. Mathematics 251 or permission of instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

***302f Complex Analysis**
Topics include differentiation and integration of functions of a complex variable, the Cauchy integral formula, residues, conformal mapping, and applications to physical science and number theory.
Meets Science and Math II-A requirement.
The department
Prereq. Mathematics 203 or Physics 303; 2 meetings (90 minutes); 4 credits
Offered alternate years at Mount Holyoke and Smith Colleges; offered at Mount Holyoke fall 2008

***309fs Topics in Analysis**
Topics to be announced.
Meets Science and Math II-A requirement.
The department
Prereq. Mathematics 203, 211, or permission of instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

311f Abstract Algebra
Topics include algebraic structures: groups, rings (including some elementary number theory), fields, and vector spaces.
Meets Science and Math II-A requirement.
M. Robinson
Prereq. Mathematics 211 and another 200-level mathematics course; 2 meetings (1 hour, 45 minutes); 4 credits

319f Topics in Algebra
Fall 2007: Lie Groups
The study of Lie groups (named for the Norwegian mathematician Sophus Lie) provides rich connections to many parts of mathematics and important applications to physics and chemistry. Topics include symmetry groups, linearization, one-parameter subgroups and the exponential map, Lie algebras and adjoint maps, and classical matrix groups.
Meets Science and Math II-A requirement.
H. Pollatsek
Prereq. Mathematics 211; Math 311 helpful but not necessary; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

***322f Differential Geometry**
We will study the differential geometry of curves and surfaces. In particular, we will use calculus and linear algebra to develop rigorous notions that correspond to our intuitive understanding of smoothness and curvature.
Meets Science and Math II-A requirement.
The department
Prereq. Mathematics 203 and 211, Mathematics 301 helpful but not necessary; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

324s Methods of Applied Mathematics
(See Physics 324s)

327s Advanced Logic
(See Philosophy 327f)

329s Topics in Geometry and Topology
(Same as Statistics 341s) Topics for spring 2008 will be selected from: basic concepts, the Euler characteristic, surfaces and their classification, knots and links, three-manifolds, metric spaces, the fundamental group.
Meets Science and Math II-A requirement.
A. Durfee
Prereq. Mathematics 203 and 211; 2 meetings (75 minutes), 1 meeting (50 minutes); this course may be repeated for credit; 4 credits

333s Differential Equations
This is an introduction to differential equations for students in the mathematical or other sciences. Topics include first-order equations, second-order linear equations, qualitative study of dynamical systems, and first- and second-order linear partial differential equations.
Meets Science and Math II-A requirement.
The department
Prereq. Mathematics 202; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

***339fs Topics in Applied Mathematics**
Topics to be selected from: the stochastic calculus, review of Black-Scholes, yield curves, swaps, interest rate derivatives, risk measurement and management, statistical analysis of financial data, Monte Carlo simulation.
Meets Science and Math II-A requirement.
The department
Prereq. Mathematics 203 and 211 or permission of instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

342f Probability
(See Statistics 342f)

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of department; 1 to 8 credits

Medieval Studies

The major and minor in medieval studies are administered by the Medieval Studies Committee: Professors Collette (English), Davis (art history), Fine (Jewish studies), Garrett-Goodyear (history, *chair*), Litterick (music), McGinness (history), Straw (history); Assistant Professor Chierichini (Italian); Five College Early Music Program Director Eisenstein.

Contact Persons

Cynthia Meehan, *senior administrative assistant*
R. Harold Garrett-Goodyear, *chair*

Medieval studies focuses on a seminal period in Western and Mediterranean civilizations. Through the study of art, history, languages, literature, music, and religion, the program leads students to explore the character and creative contributions of the period, to investigate the dynamic interactions of its diverse Christian, Jewish, and Muslim cultures, and to assess the impact of the Middle Ages on the formation of the New World and the shaping of modern societies.

The Medieval Studies Program offers an unusually strong and innovative variety of courses at all levels of the curriculum. Prospective majors and minors should try to take as many of the 100- and 200-level courses offered by the program as possible.

Requirements for the Major

Credits

- A minimum of 40 credits

Courses

- Three courses in different disciplines at the 100 or 200 level, including Medieval Studies 101. Beginning with the class of 2005, Medieval Studies 102 will be strongly recommended for all majors but not required.
- Five courses (20 credits) must be at the 300 level in at least two disciplines, with 8 credits at the 300 level in at least one discipline. Majors are encouraged strongly to take Medieval Studies 300 as one of the courses at the 300 level.

Other

- Majors should study medieval language or literature in English, French, Italian, Latin, or Spanish in a program worked out with the program chair or academic advisor. Students are advised to acquire proficiency in a modern foreign language sufficient to use foreign language sources in advanced courses.

Medieval studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

Requirements for the Minor

Credits

- A minimum of 16 credits (four courses)

Courses

- Medieval Studies 101f–102s is strongly recommended as a foundation for study.
- Courses must be selected from at least two disciplines beyond the 100 level.
- At least one course must be at the 300 level.

Other

- A student choosing a minor in medieval studies should notify the program chair and consult with the chair or other members of the program about her course of study in the field.

Course Offerings

101s–*102s Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning
This course offers a foundation for inquiry into medieval culture. Using readings in literature, art, music, history, politics, philosophy, and sciences to interpret the

Middle Ages, a student sharpens her awareness of language and imagery as means of communicating experience and improves her skills of attentive reading and persuasive writing. The 101f–102s seminar sequence is designed to be a yearlong course, but students may take one semester without the other.

Spring 2008

101s(01) Clash of Cultures: the Formation of the Medieval World
(First-year seminar) The medieval world was forged around the movements of tribes, missionaries, invaders, and sometimes crusaders. In this course we will ask: What happens when disparate cultures come together as a result of invasion, conversion, or immigration? How does mobility shape cultural identity, and what effect does an influx of foreign traditions, language, and religion have upon a land and people? We will examine case studies of cultural conflict and blending: the barbarians in Rome, Islamic Spain, the Viking age, medieval Sicily, and the Norman invasions of Britain and Ireland. Topics include race and nationhood, cultural and religious identity, and the impulse of war and immigration.
Meets Humanities I-B requirement.
S. Hayes-Healy
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 17

**101(02) Europe and the Atlantic World, 1300–1700*
(Speaking- and writing-intensive; same as History 150f-01; first-year seminar) This course inquires into several dimensions of European society and culture during the transition from principalities and fiefs to early modern states, from feudalism to capitalism, from serfdom to both free and slave labor. Equally important, however, will be comparison of western Europe with other Atlantic societies of these centuries and examination of consequences for Europeans, Africans, and Americans (north and south) of encounters among them. Using both voices from the period and recent scholarship about early modern Western and Atlantic societies, the course will look critically at the making and remaking of "Western" culture between the Middle Ages and the modern era.
Meets multicultural requirement; meets Humanities I-B requirement.
H. Garrett-Goodyear
Prereq. fy or permission of instructor; 2 meetings (75 minutes) plus fourth hour; 4 credits; enrollment limited to 15

**101f(03) Crossing Medieval Boundaries*
(Same as English 101f; first-year seminar) How did medieval people think about themselves, and how did they imagine, move in, and represent the physical world? This course explores the various ways medieval culture created and crossed significant boundaries in the areas of art, literature, religion, mathematics, and science. Texts will include medieval maps, travel literature such as Mandeville's *Travels*, letters of Heloise and Abelard, works of Christine de Pizan, Malory's *Morte D'Arthur*, manuscript illuminations, and selected material from late medieval theories of love, medicine, astrology, and mathematics.
Meets Humanities I-A requirement.
C. Collette
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 17

200fs Special Topics in Medieval Studies
This course is designed to address themes and historical periods in an interdisciplinary framework. Topics will bring together the study of art, literature, and history to heighten awareness of the complex interaction of cultural and political forces in medieval society. Issues will be explored through the methods of different disciplines in order to develop the student's analytical and critical skills.

Fall 2007

200f(01) Exploring Medieval Texts and Contexts
(Same as History 232f and English 214f) This full-year course allies students of late medieval history and literature with its two instructors in exploration of texts and contexts that constituted the society and culture of England, 1350–1530. The first

semester emphasizes discovery of published evidence from the era; the second challenges participants to integrate textual analysis and historical interpretation. Major texts include works by Chaucer, Gower, and Malory, read within an array of less familiar medieval sources. Major topics include languages and book culture of late medieval England; violence and chivalry; the worlds of manors and guilds; polity, gender, and governance; and late medieval science.
Does not meet a distribution requirement.
H. Garrett-Goodyear, C. Collette
Prereq. soph, jr, sr, or permission of instructor; 1 meeting (110 minutes); 2 credits (2 credits for each semester); enrollment limited to 25

Spring 2008

200s(01) Exploring Medieval Texts and Contexts
(See Medieval Studies 200f(01); same as History 232s and English 214s)

**200(02) Medieval England*
(Same as History 232f(01) The British Isles from the ancient Celts to the fourteenth century. Topics include Celtic culture, Roman Britain, early Christianity, Sutton Hoo and the invasions of the Anglo-Saxons, the Vikings, the birth of the English monarchy, the Norman conquest of England, Wales, and Ireland, Norman achievement in government and art, Cistercian monasteries, Richard the Lion-Hearted and the Crusades, the towns and their Jewish communities, King John, the Magna Carta and the development of Parliament, English Gothic, the beginning of Hundred Years' War, the Black Death, and the Peasants' Revolt of 1381.
Meets Humanities I-B requirement.
F. McGinness
2 meetings (75 minutes); 4 credits; enrollment limited to 75

**200(03) Illustrious and Abandoned Women*
(Same as English 214s and Italian 214s) A comparative reading of Christine de Pizan's *Book of the City of Ladies*, Boccaccio's *Illustrious Women*, and Chaucer's *Legend of Good Women*. How did these late medieval authors imagine women's voice, agency, and virtue in the public and private spheres? Why does the figure of the strong secular woman emerge in medieval culture at this period? How do these medieval heroines compare to their Classical predecessors? What ideologies of female virtue do these three writers reflect? All readings in translation.
Meets Humanities I-A requirement.
C. Chierichini, C. Collette
Prereq. Medieval Studies 101 or 102, or 8 credits in either English or Italian; credit available for medieval studies, Italian, or English; 2 meetings (75 minutes); 4 credits

***217s Special Topics in Medieval Studies**
The Crusades and the Making of Medieval Europe
(Same as History 217s) Long before Operations "Desert Storm" and "Iraqi Freedom," Westerners were drawn to the Middle East. This course will examine the "Holy War" of Christians against Moslems and Jews in the Middle Ages and seek to determine underlying causes: the need to defend Constantinople and the Holy Land from the infidel, the greed for markets and the spoils of war, the domestic frustrations that were displaced to an external enemy, the ideology of divine mission and martyrdom. Sources: laws, chronicles, memoirs, sermons, and treatises from Latin, Greek, and Moslem perspectives.
Meets Humanities I-B requirement.
C. Straw, F. McGinness
2 meetings (75 minutes); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
1 to 4 credits

300f Seminar in Medieval Studies

Fall 2007

300f(01) Old Norse
(Same as English 310f) An introduction to the language, literature, and mythology of medieval Scandinavia in a series of grammar lessons and readings from the *Prose Edda* of the Icelandic chieftain Snorri Sturluson (1178–1241). We will also learn the two Norse runic alphabets and read the earliest runic inscriptions from Denmark, Sweden, and Norway. Requirements: daily grammar

review and translation in class; a final translation project.
Meets Humanities I-A requirement; meets English department pre-1700 requirement .
C. Davis
Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

**Medieval Monasticism*
(Same as History 351f) This survey of Western monasticism from its origins in the Egyptian desert to the mendicant orders of fourteenth-century Europe seeks to understand what motivates men and women to define perfection as abnegation of food, sex, wealth, success, and even laughter—all that we now consider valuable in life. Topics: fasting, virginity, voluntary poverty; monastic rules and reform movements (e.g., Celtic, Benedictine, Cistercian, Franciscan, etc.). Also various saints' lives, mysticism, and women's spirituality. Course includes a stay at the Abbey of Regina Laudis.
Meets Humanities I-B requirement.
C. Straw, F. McGinness
4 credits

**Forging the Ring*
(Speaking- and writing-intensive course; same as English 316s) This course will study J. R. R. Tolkien's imaginative creation of Middle Earth within the context of his extensive knowledge of philology and mythology, as well as within the context of his participation in the Inklings, the literary group that also included C. S. Lewis and Charles Williams. It will discuss their theories of myth, literature, and fable, as well as their influence on twentieth-century understanding of medieval culture. Reading will include works of fiction and literary theory by all three authors, as well as secondary material.
Meets Humanities I-A requirement.
C. Collette
Prereq. Medieval Studies 101 or English 311, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

**Gender, Language, and Power 1300–1700*
(Same as History 351s) This course explores how some women expressed their understanding of the social, ideological, and political struggles in which they were engaged between the early fourteenth and late seventeenth centuries. It asks what roles they played in the construction of public discourse and the state, the reshaping of the family, the reconstruction of Christianity, and the change from medieval feudal estates to early modern agrarian capitalism. Readings will include works by Christine de Pisan, the Paston women, Anne Askew, Lady Mary Wroth, Elizabeth Carey, Lady Eleanor Davies, as well as records of Elizabethan coronation pageants, public ceremonies, household accounts, and diaries.
Meets Humanities I-B requirement.
H. Garrett-Goodyear
Prereq. written application and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

395fs Independent Study
Does not meet a distribution requirement.
The department
1 to 8 credits

Related Courses in Other Departments

	Art History
222f	Age of Cathedrals: The Art of Gothic Europe, 1100–1500
271f	Arts of Islam: Book, Mosque, and Palace
	English
310f	Old English
311f	Chaucer's Stories and Storytellers
319s	The English Language
	French
331f	Eroticism and Courtliness: Medieval Stories of Desire (pre-1800)
	Italian
305s	"The World at Play": Boccaccio's *Decameron*
	Religion
306s	Sex and the Early Church

Music

The major and minor in music are administered by the Department of Music: Professors Bonde, Laderach (*chair*), Litterick, Schipull, Spratlan, Steigerwalt; Associate Professors Greenbaum, Sanford; Director of Instrumental Ensembles and Lecturer in Music Benjamin; Interim Choral Director and Visiting Lecturer in Music Dunn; Lecturer Cahn-Lipman; Performance Instructors Cobb, de Fremery, Gionfriddo, Hale, Malek; Five College Early Music Program Director Eisenstein; Five College Ethnomusicologist Omojola; Jazz Ensembles Director Gionfriddo.

Contact Persons

Michèle Scanlon, *senior administrative assistant*
Linda Laderach, *chair*

Music Department Web Site

http://www.mtholyoke.edu/acad/music/

The Department of Music regards the study of music as an artistic discipline that has an essential role in liberal arts education. Through courses in music history, theory, performance, and composition, the department encourages the development of the individual by allowing each student to explore her creative, intellectual, and critical abilities.

The music major is designed for students with a wide range of interests, backgrounds, and career goals. It is intended to provide a broad and varied acquaintance with the history, theory, and literature of music as well as to develop skills in performance, analysis, and synthesis. The inclusiveness of the major derives from the philosophy that the integration of thinking about and performing music fosters musical awareness and critical perception.

Requirements for the Major

In order to declare a major, students must have already completed one course that leads to the major, Music 100 or 231.

Credits

- A minimum of 32 credits in classroom courses and 8 credits in ensemble and performance studies

Courses

- Music 231, Theory I; 232, Theory II; 233, Theory III
- Music 281, History of Western Music I; 282, History of Western Music II
- Music 334, Music Analysis
- Music 371, Topics in Music
- A 4-credit 300-level elective in history, theory, ethnomusicology, performance, or composition
- A 4-credit course in ethnomusicology at either the 200 or 300 level
- Performance requirements:
    - Two semesters of individual performance study, one of which must be at the 200 level
    - One additional semester at the 200 or 300 level in individual performance study, conducting, ethnomusicology, or composition
    - 2 credits in ensemble performance
- Independent study (295, 395) is encouraged but may not be counted toward the major. A student wishing to pursue independent study that might lead to honors is encouraged to begin in the second semester of her junior year.
- Approval of the department chair is required for initial declaration of the major.

Other

- Demonstration of a level of keyboard proficiency that permits the reading of elementary keyboard repertory

Students considering a music major are advised to study a keyboard instrument while

completing required work in the department at the 100 and 200 levels.

For information on exemption procedures for any requirement, contact the Department of Music.

Requirements for a Special Major with a Music Component

Courses

- Music 231, Theory I; Music 232, Theory II
- Music 281, History of Western Music I; Music 282, History of Western Music II
- Two courses at the 300 level, chosen from among those offered in theory, history, ethnomusicology, composition, and/or performance
- Approval of the department chair is required for initial declaration of the special major with a music component. Students are required to have a music department faculty member among their advisors.

Requirements for the Minor

In order to declare a minor, students must have already completed one course that leads to the minor, Music 100 or 231.

Credits

- A minimum of 20 credits above the 100 level

Courses

- Music 231, Theory I; Music 232, Theory II
- Either Music 281, History of Western Music I or 282, History of Western Music II
- 8 additional credits at or above the 200 level (excluding 295 and 395), including at least one 4-credit 300-level course in music theory, history, ethnomusicology, performance, or composition.
- Approval of the department chair is required for initial declaration of the minor.

If 200-level individual performance study is to be counted toward the minor, two semesters must be taken consecutively in the same instrument or in voice.

First-Year Students

Introductory classes in fundamentals, music history and literature, composition, and performance are offered for students with little or no experience; those with more experience may be able to exempt prerequisites and enter directly into the music theory or music history course sequence.

A first-year student interested in a music major or minor should take or exempt Music 100, Basic Musicianship, so that she may enroll in Music 231 by the spring semester of her first year. First-year students may also take 102, Music and Technology; 114, Music of Heroism, Protest, and Lament in World War II (first-year seminar); 166, Introduction to the Music of Africa; 115, Introduction to Composition; Individual Performance Instruction, or Ensembles.

Music Exemption Exams

Students who demonstrate a thorough knowledge of the rudiments of music will be exempted from the Music 100 prerequisite for certain courses and from the Music 100 requirement associated with individual performance studies (please see below). For information on exemption from other courses, please contact the department.

Teacher Licensure

Students interested in pursuing licensure in the field of music can combine their course work in music with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. Students wishing to pursue teacher licensure should consult the music department before the first semester. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Bell in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for

the MTEL are available in the music department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Course Offerings

100fs Basic Musicianship
Explores the ways in which sound is organized into musical structures. Topics include the physical properties of sound; the basic vocabulary of Western music (scales, key signatures, intervals, triads, rhythm, meter); and an introduction to musical form and analysis. Includes extensive practice in music reading, sight singing, ear training, and critical listening.
Meets Humanities I-A requirement.
G. Steigerwalt
3 meetings (50 minutes), 2 labs (50 minutes); 4 credits; enrollment limited to 28

102s Music and Technology
It is now possible to record, manipulate, notate, and compose music with a variety of powerful and flexible tools using the personal computer. This course will focus on hands-on experience with various sorts of music software, including recording and editing, mixing, synthesis and midi interfaces, notation, and various instructional programs. In the process of experimenting with these tools and operating on their favorite musical styles, students will learn a good bit of notation, ear training, and rudimentary principles of arrangement and composition. Basic computer literacy (such as comfort with basic editing commands and the concept of keyboard shortcuts) is required.
Meets Humanities I-A requirement.
R. Eisenstein
2 meetings (75 minutes); 4 credits; enrollment limited to 15

***103f History of Jazz**
This course will follow the origins and evolution of jazz from the late nineteenth century to the present, with emphases on prominent stylistic trends and significant individuals. Along with some analysis of the musical language jazz employs, the music will be examined in its relation to the social contexts that helped produce and shape it. The ability to read music is not a requirement for this course.
Meets Humanities I-A requirement.
D. Sanford
2 meetings (75 minutes); 4 credits; enrollment limited to 40

***105f Music in the American Musical: The Golden Age**
Have you ever wondered what the name of that marvelous melody was that you were humming? Could it be part of our heritage? "It's so familiar . . . " This course will focus on the "classic" genre of popular music—its form, structure, relationship to text, dramatic context, incidental usage, etc.—expressed in the great musicals of American tradition. Special emphasis will be directed to masterpieces of Kern, Porter, Gershwin, Rodgers, and Bernstein among others.
Meets Humanities I-A requirement.
A. Bonde
2 meetings (75 minutes); 4 credits; enrollment limited to 40

***110 The Nine Symphonies of Beethoven: A Listening Survey**
(Writing-intensive course; first-year seminar)
Which symphony of Beethoven is your favorite and why? Have you listened to any Beethoven symphony—and why not? This seminar offers the first-year student the unique opportunity of indulging herself (aurally) in the profound world of musical greatness rarely equaled. All nine Beethoven symphonies will be listened to in class with critical commentary by the teacher. Engaging discussion, review, and reading and writing assignments will all be part of the paramount focus in this seminar. No prior music experience is necessary.
Meets Humanities I-A requirement.
A. Bonde
Prereq. fy or permission of instructor;
2 meetings (75 minutes); 4 credits; enrollment limited to 15

114f Music of Heroism, Protest, and Lament During the Second World War
(Writing-intensive course; first-year seminar)
The seminar examines, against the backdrop of World War II, musical works written by composers such as Stravinsky, Bartok,

Shostakovich, Copland, Dallapiccola, Messiaen, Strauss, and Schoenberg. The music studied will cover a variety of styles and creative approaches, reflecting a wide range of responses to the world conflict. Ability to read music is desirable but not required.
Meets Humanities I-A requirement.
L. Litterick
4 credits; enrollment limited to 15

115f Introduction to Composition
Introduces musical composition through the writing of original pieces, emphasizing twentieth-century techniques. Includes demonstrations of various musical instruments, readings of student compositions in class, and consideration of the "creative process." Includes a class recital of final compositions.
Meets Humanities I-A requirement.
D. Sanford
Prereq. Music 100 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

***125f The Chamber Music of Brahms: A Listening Survey**
At some juncture in life it becomes imperative to fasten a grip on a significant genre, so special and overwhelming, which serves as a catalyst to one's musical tastebuds. This course offers a unique opportunity for students to survey, aurally, the complete chamber music masterpieces by one of the greatest composers of the nineteenth century, Johannes Brahms. Critical commentary, personal insight, and formulation of each work will be provided by the instructor.
Meets Humanities I-A requirement.
A. Bonde
2 meetings (75 minutes); 4 credits; enrollment limited to 20

166f Introduction to the Music of Africa
(Same as Theatre Arts 166) This course concentrates on indigenous musical traditions from different parts of Africa. Cross-cultural features as well as regional varieties are examined. A major objective of the course is to facilitate an understanding of the cultural contexts within which African musical traditions derive their meaning and significance. Relying on live performances and recordings, the course examines the conceptual and behavioral aspects of music, the contexts and functions of performances, musical instruments and vocal styles, the training and status of musicians, and the stylistic features of the music. The course culminates in a performance of an African opera.
Meets multicultural requirement; meets Humanities I-A requirement.
O. Omojola
4 credits; enrollment limited to 25

205f Music of the 1970s
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, and the accompanying multiculturalism that informed social/political/economic conditions that bred these styles.
Meets Humanities I-A requirement.
D. Sanford
Prereq. Music 100 or 103; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

***215s Intermediate Composition**
This course includes the exploration and writing of larger forms, such as variations, extended rondo, and fantasia. Student works read in class; final compositions performed in a class recital.
Meets Humanities I-A requirement.
A. Bonde
Prereq. Music 100, 115; 2 meetings (75 minutes); 4 credits

***220f Music and Film**
For all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture, this course will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses

of existing music in films of Bergman and Kubrick.
Meets Humanities I-A requirement.
D. Sanford
Prereq. 100 or 103 or 105 or permission of instructor; 2 meetings (75 minutes); 4 credits ; enrollment limited to 20

231s Theory I
Studies basic diatonic theory, including triads and period forms. Includes part writing, analysis, ear training, and keyboard harmony.
Meets Humanities I-A requirement.
E. Benjamin
Prereq. Music 100; 3 meetings (50 minutes), 2 labs (50 minutes); 4 credits

232f Theory II
This course provides continued study of diatonic theory, including seventh chords in all inversions and an introduction to chromatic theory. Includes part writing, analysis, ear training, and keyboard harmony.
Meets Humanities I-A requirement.
L. Schipull
Prereq. Music 231; 3 meetings (50 minutes), 2 labs (50 minutes); 4 credits

233s Theory III
This course provides a continued study of chromatic theory, including chromatically altered chords and modulations and an introduction to form. Includes part writing, analysis, ear training, and keyboard harmony.
Meets Humanities I-A requirement.
D. Sanford
Prereq. Music 232; 3 meetings (50 minutes), 2 labs (50 minutes); 4 credits

***242s Conducting I**
Fundamentals of conducting: gestures, rehearsal techniques, study of representative short scores, and practice leading primarily choral ensembles. Videotaping, class recital.
Does not meet a distribution requirement.
K. Dunn
Prereq. Music 231, ensemble experience; 2 credits

281f History of Western Music I
(Writing-intensive course) The first half of a two-semester survey of Western music history, Music 281 examines the musical culture of Europe from the Middle Ages through the mid-eighteenth century, focusing on evolution of style and the changing roles of composers, performers, patrons, and audience.
Meets Humanities I-A requirement.
R. Eisenstein
Prereq. Music 100, 231, 232, or 233, or permission of instructor; 2 meetings (75 minutes); 4 credits

282s History of Western Music II
(Writing-intensive course) The completion of the survey of Western music history begun in Music 281, Music 282 examines the musical culture of Europe from the late eighteenth century through the first half of the twentieth century, continuing the focus on evolution of style and the changing roles of composers, performers, patrons, and audience.
Meets Humanities I-A requirement.
L. Litterick
Prereq. Music 100, 231, 232, 233, or 281, or permission of instructor; 2 meetings (75 minutes); 4 credits

***315s Advanced Composition**
Taken after successful completion of Music 215, this course requires the creation of larger and more complex formal structures. Student works read in class; final compositions performed in a class recital.
Meets Humanities I-A requirement.
A. Bonde
Prereq. Music 100, 215; 4 credits; may be repeated for credit; enrollment limited to 7

334s Music Analysis
Music 334 begins with a study of musical forms frequently encountered in Western art music and some analytic techniques appropriate to them. The course concludes with topics of selected interest, including the application of various analytic approaches to a single piece of music.
Meets Humanities I-A requirement.
L. Litterick
Prereq. Music 232 or permission of instructor; 2 meetings (75 minutes); 4 credits

341f Conducting II
This course is a continuation of Conducting I, with opportunities to lead instrumental as well as vocal ensembles. Includes baton

technique, preparation of longer works, and class recital and/or independent projects.
Does not meet a distribution requirement.
E. Benjamin
Prereq. Music 242; 1 meeting (2 hours); 2 credits

371f Topics in Music
This seminar is designed to increase familiarity with and facility in the use of primary materials for musicological and/or theoretical research, as well as in the critical evaluation of published scholarship. Engagement with a shared topic at the outset of the semester provides the context from which each student fashions an independent project. Oral presentations are integral to the course, with a major paper as the final requirement.

Fall 2007: Nineteenth-Century Chamber Music
(Writing-intensive course) Chamber music was something of an anomaly after Beethoven. It fell uneasily between the two apparent ideals of the nineteenth century: the solo, intimate, expressive miniature on the one hand, and the large and monumental on the other. The role of chamber music, its significance in a composer's output, the preeminence of the string quartet over other chamber combinations, and chamber music's association with nonpublic performance venues all underwent dramatic transformation during the century. The course will include chamber works by composers such as Beethoven, Schubert, Mendelssohn, Schumann, Verdi, Brahms, Fauré, Debussy, and Schoenberg.
Meets Humanities I-A requirement.
L. Litterick
Prereq. Music 282 and 232 or permission of instructor; 1 meeting (3 hours); 4 credits

**Music Manuscripts and Music History*
Meets Humanities I-A requirement.
L. Litterick
Prereq. Music 282 and 232 or permission of instructor; 1 meeting (3 hours); 4 credits

Performance Studies

Official registration for all performance courses may only be done on ISIS after successful completion of the audition process during the registration period designated for academic courses. All performance study is for academic credit. (See Music 100 requirement below.)

The Department of Music offers private instruction in performance studies at three levels for areas listed. Students studying privately are encouraged to elect the 50-minute lesson but may, at their own option or when advised by the instructor, enroll for the 30-minute lesson.

All students wishing to enroll in performance studies for the first time must sign up for an audition at the start of classes. At the audition students should be prepared to demonstrate, at minimum, an upper elementary level of proficiency on the instrument they wish to study. The department does not offer performance instruction to beginners except in the cases of (a) music majors, and (b) students wishing to study instruments not frequently encountered as options for study prior to entering Mount Holyoke (e.g., voice, harpsichord, organ).

Students are required to study with Mount Holyoke performance faculty if the instrument they wish to study is offered by the department. Enrollment is limited according to teacher availability, and permission of the instructor is required. Please consult the department for more information on placement policies and for audition dates and times.

Applied music fees, grants-in-aid, and fee exemptions are described in the "Tuition and Fees" section of the catalogue.

Music 100 Requirement

Because the Department of Music believes students enrolled in individual performance studies should have a thorough knowledge of the rudiments of music, *successful completion of, or exemption from, Music 100 must occur within the first two semesters of performance study.*

Please note that the Music 100 Exemption Examination is in two parts; if the student passes the written portion but not the aural one, she will receive a provisional exemption.

The student, in consultation with her teachers, is expected to improve her aural skills so she will pass the aural section of the examination by the next advising period.

100 Level

Successful completion of, or exemption from, Music 100 allows up to 8 academic credits of individual performance study on one instrument at the 100 level.

151fs Performance Study
Performance study—individual instruction.
Does not meet a distribution requirement. Prereq. enrollment is by audition only for new students, exemption from or enrollment in Music 100 required after initial semester of study; 1 to 2 credits; enrollment limited according to teacher availability
Note: *Lesson fee (see the Tuition and Fees chapter); no refund of fee after tenth academic day of class.*
(A) Piano—*G. Steigerwalt, M. Gionfriddo, E. Malek*
(B) Voice—*M. Spratlan, S. Andrade, C. Cobb*
(C) Flute—*A. Greenbaum, A. Hale*
(D) Oboe
(E) Clarinet
(F) Saxophone
(G) Bassoon
(H) French Horn—*J. Jeffries*
(I) Trumpet
(J) Trombone—*S. Pemrick*
(K) Tuba
(M) Percussion—*G. Caputo*
(N) Harpsichord—*L. Schipull*
(O) Organ—*L. Schipull*
(P) Harp
(Q) Guitar—*P. de Fremery*
(R) Violin—*L. Laderach*
(S) Viola—*L. Laderach, R. Gorevic*
(T) Cello—*K. Cahn-Lipman*
(U) String Bass—*Y. Suzuki*
(V) Recorders/Early Winds
(W) Loud Winds
(X) Lute—*R. Castellano*
(Y) Early Strings

200 Level

Following successful completion of 8 credits of performance study at the 100 level on one instrument, the student automatically advances to study at the 200 level, for which there are no credit limitations. Students enrolled in study at the 200 level must participate in at least one public performance per semester. Earlier entry into the 200 level is with permission of instructor.

251fs Performance Study
Individual instruction. Same section numbers as above.
Does not meet a distribution requirement. Prereq. 8 credits of 100-level performance or permission of instructor; 1 to 2 credits; enrollment limited according to teacher availability.
Note: *Lesson fee (see the Tuition and Fees chapter); no refund of fee after tenth academic day of class.*

300 Level

Usually taken only in the senior year. Students may advance to the 300 level of performance studies upon completion of 232, one history course at the 200 level, recommendation of the instructor, and permission of the department chair. Four credits are granted for each semester of performance study at the 300 level. Students enrolled in one semester of study at the 300 level will be required to prepare a half-recital or its equivalent. Students enrolled in a full year of study at the 300 level must prepare one full recital program or its equivalent. ("Equivalent": two half-recitals, or one-half recital plus other significant public performance.) More detailed information on performance study at the 300 level is available from the Department of Music office.

351fs Performance Study
Individual instruction. Same section numbers as above.
Prereq. permission of instructor and department chair, Music 232, and one 200-level history course, demonstration of prior public performance; 4 credits
Note: *Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee (see the Tuition and Fees chapter); no refund of fee after tenth academic day of class.*

Ensemble Performance Studies

Enrollment in any large or small ensemble is by audition only

Instrumental Ensembles

Enrollment in instrumental ensembles may be limited according to teacher availability. Permission of instructor is required.

143fs Chamber Music
Study and perform representative chamber works for varying combinations of instruments.
Does not meet a distribution requirement.
Prereq. by audition only; 1 rehearsal (2 hours); 1 credit

(A) Wind Ensembles
The department

(B) String Ensembles
L. Laderach, K. Cahn-Lipman

(C) Piano Ensembles
E. Malek, G. Steigerwalt

(D) Mixed Ensembles
The department

(E) Brass Ensembles
J. Jeffries

(F) Klezmer Ensemble
This ensemble, composed of all instruments—including piano, strings, brass, and woodwinds—performs dance music of Eastern Europe. Students at all levels of experience will use their classical training to go beyond the printed page into the folk tradition, learning to play different modes of the tunes and employing "untraditional" techniques that are traditional in this unique folk music.
A. Greenbaum

(G) Flute Choir
A. Hale

(H) Euridice Ensemble
Euridice Ensemble are groups of students and faculty who perform baroque and classical chamber music with attention to historical performance practice. Individual ensembles may include baroque trios, classical quartets, cantata groupings, etc., and are formed according to the needs and interests of students participating each semester. Singers, modern and early string, wind, and keyboard players from the Five Colleges are invited to participate.
R. Eisenstein, L. Laderach, A Robbins, L Schipull

155fs Jazz Ensembles

(A) Big Band
Big Band is a mixed instrumental group open to both beginning and advanced jazz musicians. Students learn a variety of classic and contemporary swing, Latin, jazz, and pop standards. The group performs in concert twice a semester and occasionally off campus as well.
Does not meet a distribution requirement.
M. Gionfriddo
Prereq. by audition only or by previous participation in the ensemble; 2 rehearsals; 1 credit; enrollment limited to 25

(B) Vocal Jazz
The Vocal Jazz Ensemble is a select group of singers which performs classic and contemporary jazz vocal music. The group performs in concert twice a semester and occaionally off campus as well. Solo opportunities with the Big Band and Chamber Jazz Ensemble for students enrolled in Vocal Jazz.
Does not meet a distribution requirement.
M. Gionfriddo
Prereq. by audition only; 1 rehearsal; 1 credit; enrollment limited to 25

161f West African Drumming Ensemble
This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo, and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs and some dance steps as well. Nonmusicians are welcome, but practicing between classes is required. The group will perform in a workshop at the end of the semester.
Does not meet a distribution requirement.
F. Conant
1 meeting (2 hours); 1 credit; enrollment limited to 15

191fs Mount Holyoke Orchestra
Studies and presents a variety of orchestra repertoire in concerts on and off campus. Multiple opportunities to perform each semester.
Does not meet a distribution requirement.
E. Benjamin
Prereq. enrollment is by auditon only; 2 rehearsals; 1 credit

***243f–*244s Chamber Music**
Same section numbers as above. Study and perform representative chamber works for varying combinations of instruments. Groups enrolled at the 200 level must participate in at least one public performance per semester.
Does not meet a distribution requirement.
Prereq. performance ensemble at the 100 level, enrollment by audition only, permission of instructor; 1 rehearsal (2 hours); 1 credit

255fs Chamber Jazz Ensemble
(A) Chamber Jazz
A select instrumental combo open to more advanced jazz musicians with emphasis on complex forms such as Dixieland, bop and fusion. Students also learn exercises and techniques that will aid them in solo improvisation.
Does not meet a distribution requirement.
M. Gionfriddo
Prereq. enrollment in Big Band or previous participation in the ensemble; 1 rehearsal (2 hours); 1 credit

261f Intermediate West African Music Ensemble
This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo, and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs and some dance steps as well. Nonmusicians are welcome, but practicing between classes is required. The group will perform in a workshop at the end of the semester.
Does not meet a distribution requirement
F. Conant
Prereq. Music 161; 1 meeting (2 hours); 1 credit; enrollment limited to 15

***262s Performance Practices in African Music**
This course examines African performance conventions, styles, and techniques as illustrated in selected musical traditions. The course addresses important questions about African performances including: How are performing groups organized? What are the internal dynamics of group performance? When and how is improvisation appropriate? Selected examples, including Yoruba "dundun" music, Dagomba drumming and Shona "mbira" music, are studied with a view to understanding African performance practices and presentational skills. The course combines lectures with practical sessions, and culminates in a group performance and write-up based on the performance.
Meets multicultural requirement; meets Humanities I-A requirement.
O. Omojola
4 credits; enrollment limited to 25

Choral Ensembles

193fs Chorale
With varied repertoire, an intermediate-level women's choir providing excellent vocal training, occasional solo opportunities, and a structured sight-singing curriculum. Performs on and off campus, sometimes with men's choruses and orchestra. Previous ensemble experience is helpful, though not a prerequisite.
Does not meet a distribution requirement.
K. Dunn
Prereq. enrollment is by audition only, permission of instructor required; 2 rehearsals (2 hours); 1 credit
Note: *Registration for Chorale will occur in September following auditions. Please contact the music department for more information.*

293fs Glee Club
A relatively advanced women's choir with a varied classical, contemporary, and folk-derived repertoire. Occasional collaborations with men's choruses and orchestra, sometimes involving long-distance travel. Previous ensemble experience (vocal or instrumental)

and strong musicianship—including sight singing—are prerequisites.
Does not meet a distribution requirement.
K. Dunn
Prereq. enrollment is by audition only or previous participation in the ensemble; 2 rehearsals (2 hours); 1 credit
Note: *Registration for Chorale will occur in September following auditions. Please contact the music department for more information.*

297fs Chamber Singers
Highly select vocal ensemble drawn from Glee Club to perform original works for women's chorus, with emphasis on contemporary music.
Does not meet a distribution requirement.
K. Dunn
Prereq. enrollment is by audition only or previous participation in the ensemble; 2 rehearsals (1 hour); 1 credit

Independent Study

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph; 1 to 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of department; 1 to 8 credits

The Five College Early Music Program

The Five College Early Music Program provides educational and musical experience for those interested in the music of the Middle Ages, the Renaissance, and the baroque era. A faculty of distinguished performers and scholars provides practical and theoretical experience in performing early music. A collection of medieval, Renaissance, and baroque instruments is available to students for study and performance. Students are encouraged to participate actively in one or more of the performing groups that meet regularly with a coach; ensembles are organized at all levels of ability, from beginning to advanced, to accommodate progress throughout a four-year academic program.

147fs Early Music Ensembles
Does not meet a distribution requirement.
Prereq. by audition only; 1 credit

(A) Collegium
Renaissance and baroque music for mixed voices.
R. Eisenstein

(B) Voces Feminae
Renaissance and baroque music for women's voices.
C. Bell

(C) Instrumental Ensemble
Study and perform music for recorder, shawm, and other early music instruments.
A. Robbins, D. Stillman, E. Samuels

(D) Renaissance Dance
Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louise XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.
N. Monahin, M. Pash

(E) Seminar in Seventeenth-Century Song
This course is a repertory survey conducted in master-class format. Each participant will learn and sing in class a song every week or two. English lute ayres, French airs de cour, Italian monodies, and later music up to and including Henry Purcell are included. There is a very limited but interesting selection of reading as well.
R. Eisenstein
Note: *Enrollment limited to six singers and three continuo players (keyboard, lute/guitar, and/or cello/gamba); enrollment limited to 9.*

Also see 143f–144s(08) Euridice Ensemble.

Neuroscience and Behavior

The major in neuroscience and behavior is administered by the Neuroscience and Behavior Committee: Professors Cohen (psychology and education), Hollis (psychology and education, *chair*); Associate Professors Bacon (biological sciences), Barry (biological sciences); Assistant Professor Gillis (biological sciences).

Contact Person

Karen L. Hollis, *chair*

The program in neuroscience and behavior is intended for students with strong, integrative interests in both biological sciences and psychology and in the biological bases of behavior.

Requirements for the Major

Credits

- A minimum of 60 credits

Courses

- Required core curriculum:
    - Biological Sciences 150, Introductory Biology (A or B)
    - Psychology 101, Introduction to Psychology
    - Chemistry 100 or 101, General Chemistry
    - Chemistry 201, General Chemistry II
    - Chemistry 202, Organic Chemistry
    - Mathematics, one of the following:
        - 101, Calculus
        - 103, Accelerated Calculus
        - 100, A and B, Enriched Calculus IA and IB
    - Psychology 200, Experimental Methods in Psychology
    - Psychology 250, Introduction to the Biological Bases of Behavior
    - Biological Sciences 200, Introduction to Biology II
    - Biological Sciences 220, Cell Biology
    - Biological Sciences 333, Neurobiology
    - A course in quantitative inference:
        - Psychology 201, Statistics *or*
        - Statistics 240, Elementary Data Analysis and Experimental Design
- Two courses at the 300 level must be selected from the following:
    - Biological Sciences 311, Protein Biochemistry and Cellular Metabolism
    - Biological Sciences 315, Ethology
    - Biological Sciences 322, Comparative Biomechanics
    - Biological Sciences 328, Regulatory and Integrative Human Physiology
    - Psychology 350, Laboratory in Behavioral Neuroscience
    - Psychology 351, Laboratory in Animal Behavior
    - Psychology 352, Laboratory in Sensory Psychology
    - Computer Science 334, Artificial Intelligence
    - Computer Science 335, Introduction to Computer Vision and Robotics
    - Neuroscience 395, Independent Study (4 credits)
- A third 300-level course from the preceding list, or from the following:
    - Biological Sciences 321, Conference Course: Chemical Communication in Vertebrates. (In 2007–2008, this course only counts toward 2 credits in the major.)
    - Psychology 359, Seminar in the Biological Bases of Behavior

Other

- Students planning postgraduate study in a related discipline or in medicine are urged to participate in independent laboratory research within either or both departments.

Neuroscience and behavior is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

No minor in neuroscience and behavior is offered.

Course Offerings

250f Introduction to the Biological Bases of Behavior
(Same as Psychology 250f) This course is an introduction to and survey of the biological bases of behavior, including physiological, biochemical, and neurophysiological determinants of sensation, motor control, sleep, eating and drinking, learning and memory, language, and mental disorders.
Meets Social Sciences III-A requirement.
W. Millard
Prereq. Psychology 100 and 4 credits in biological sciences; 2 meetings (75 minutes); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
1 to 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. by invitation of the committee;
1 to 8 credits

Philosophy

The major and minor in philosophy are administered by the Department of Philosophy: Professors Bowie, Wartenberg; Associate Professors Inness, Mitchell (*chair*); Assistant Professors Harold, Lee.

Contact Persons

Anna May Dion, *senior administrative assistant*
Samuel Mitchell, *chair*

As we go through life, we take many things for granted—that things exist besides ourselves; that some art is good, some art is bad, and some "art" is not really art at all; that other people feel pain, have emotions, dreams, and desires; that there are right ways to behave, and wrong ways too. However, even casual reflection reveals that these assumptions are just that—things we take for granted without much thought. In order to illuminate our lives and appreciate our existence, we ought to investigate these assumptions; as Socrates says, the unexamined life is not worth living.

Philosophy is a discipline that encourages the examination of life in all its myriad dimensions. Our fundamental assumptions about right and wrong, beauty, truth, the mind, language, and meaning are exposed to careful scrutiny in philosophy classes. We encourage you, as a student of philosophy, not only to strive to understand what philosophers have written, but also to be a philosopher yourself—thinking with depth and clarity about issues that are fundamental to our condition as human beings. Whether you take a course on philosophy of film, ethics, feminist philosophy, logic, or philosophy of science, philosophy will leave you seeing the world anew.

A major in philosophy will provide you with a broad understanding of the background in both historical and contemporary philosophical thought, with the tools for critical reasoning necessary for the conduct of philosophical inquiry, with a good understanding of some important philosophical themes, and with the enthusiasm for inquiry necessary for the productive pursuit of your own philosophical speculations. The critical approach you will learn will be valuable for whatever you choose to do after graduation.

Requirements for the Major

Credits

- A minimum of 36 credits (nine courses) in philosophy
- At least 12 credits at the 300 level

Courses

Specific courses in the following areas of philosophy are required:

- Two courses in the History of Philosophy, such as:
    - Philosophy 201, Philosophical Foundations of Western Thought: The Greek Period
    - 202, Philosophical Foundations of Western Thought: The Modern Period
    - 252, Philosophical Foundations of Western Thought: The Nineteenth Century
    - 255, Existentialism
- One course in Ethics and Value Theory, such as:
    - 205, Ethics
    - 235, Medical Ethics
    - 240, Environmental Ethics: Nature/Culture/Values
    - 241, Issues in Contemporary Moral Theory
    - 242, Social and Political Philosophy
    - 248, Philosophical Issues in Race and Racism
    - 249, Women and Philosophy
    - 273, Philosophy of the Arts
    - 275, Philosophy and Film
- One course in Theoretical Philosophy, such as:
    - 206, Philosophy of Science
    - 208, Knowledge and Reality
    - 261, Philosophy of Physics
    - 263, Philosophy of Biology

    - 264, Philosophy of Mind
- One course in Logic, such as:
    - 210, Logical Thought
    - 225, Symbolic Logic

Majors will be asked to fill out a form that specifies which courses they will use to satisfy these requirements. In some cases, the department may allow appropriate courses from other departments to satisfy requirements for a student's major.

Requirements for the Minor

Like the major, the minor is intended to provide an understanding of some of the structure and content of current philosophical thinking, with upper-level work in some area of special interest and with enough philosophical breadth to imbue a generous mixture of knowledge and enthusiasm.

Credits

- A minimum of 12 credits above the 100 level *and*
- At least 4 credits at the 300 level

Beginning the Study of Philosophy

The Department of Philosophy encourages students to begin their study of philosophy with Introduction to Philosophy (101); First-Year Seminar (102); Comparative Introduction to Philosophy (103); Philosophical Foundations of Western Thought: The Greek Period (201); Philosophical Foundations of Western Thought: The Modern Period (202); Ethics (205); Introduction to the Philosophy of Science (206); Knowledge and Reality (208); or Logical Thought (210). The first-year seminar offers an intensive introduction to philosophical problems and focuses on critical thinking and on writing skills. The history sequence is the department's principal comprehensive treatment of a selection of the major philosophers in the Western tradition and of the background and development of their thought. Ethics develops the study of philosophy by examining moral frameworks and the conduct of life, while Knowledge and Reality considers whether we really know what we think we do and whether things like human minds really exist. Philosophy of Science introduces philosophical concepts through issues in scientific theory and practice, while the logic course works to cultivate the ability to think carefully and critically. Introduction to Philosophy provides a general survey of problems of philosophy.

Students with a special interest in the course topics may also take, without prerequisite, any of the following courses:

225	Symbolic Logic
226	Introduction to the Philosophy of Religion
232	Ethical Issues in Complex Organizations
235	Medical Ethics
240	Environmental Ethics: Nature/Culture/Values
248	Philosophical Issues in Race and Racism
249	Women and Philosophy
255	Existentialism
273	Philosophy of the Arts

Course Offerings

101f Introduction to Philosophy
For thousands of years, humankind has grappled with questions concerning such fundamental topics as existence, knowledge, and morality. For example: Does the world exist as we perceive it? What distinguishes right from wrong? Do we possess souls existing independently of our corporeal bodies? What is the ideal form for society? Can anything be known with certainty? In this course, we explore these and other perplexing questions through an analysis of classic philosophic texts drawn from the Western intellectual tradition. Works by authors such as Plato, Aristotle, Descartes, Leibniz, Hume, Mill, Kant, Russell, and others will be considered.
Meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits; enrollment limited to 75

102f First-Year Seminar

102f(01) Introduction to Philosophy
(First-year seminar) This seminar explores some of the great philosophical problems pondered by the Western canon such as: What makes an action morally right or just?

What obligations do we have to our fellow human? Can we have any moral obligations if our actions are causally determined in the same way that other physical events are? How is it that we know what we think we know about our own existence and the existence of the world? Are we obligated to form beliefs on the basis of evidence, not faith or wishful thinking? If so, why?
Meets Humanities I-B requirement.
C. Lee
Prereq. fy or permission of instructor;
2 meetings (75 minutes); 4 credits; enrollment limited to 20

**102(03) Forbidden Knowledge*
(Speaking-intensive course; first-year seminar) In this course we will examine the prohibitions on knowledge by religious and political authorities, and the justifications offered for those limitations. We will explore whether there are areas that should not be investigated because of sacrilege, danger, privacy, or offensiveness; whether knowledge is morally neutral or could have a propensity toward abuse; government secrecy for the public good; and repressing knowledge that could be damaging to ourselves. Examples will range from Oedipus Rex, Adam and Eve, and Faust to nuclear power, genetic engineering, and racial differences.
Meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits; enrollment limited to 20

103s Comparative Introduction to Philosophy
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 something about the ways that thinkers throughout the globe have discussed important philosophical questions. We read some European philosophers (such as Plato, Descartes, and Kant) alongside philosophers from other traditions, such as the Chinese and Indian traditions (e.g., Chung-Tzu or Santideva), and we also read some contemporary writers from other cultural traditions (such as James Baldwin and Gloria Anzaldúa). This course is equivalent to Philosophy 101.
Meets multicultural requirement; meets Humanities I-B requirement.
J. Harold
2 meetings (75 minutes); 4 credits; enrollment limited to 75

201f Philosophical Foundations of Western Thought: The Greek Period
(Writing-intensive course) An introduction to ancient Greek philosophy, focusing mainly but not exclusively on the works and ideas of three Athenian philosophers who worked and taught in the period between the Persian Wars and the rule of Alexander the Great, more than 2,300 years ago: Socrates, Plato, and Aristotle. Topics to be discussed include: What is the nature of the world? What is truth, and how can it be known? What kind of life should we live? We will work to understand each philosopher's responses to these questions, but we will also learn to develop our own answers. We will take care to place these figures and their works in proper historical and cultural context.
Meets Humanities I-B requirement.
C. Perin
2 meetings (75 minutes); 4 credits; enrollment limited to 30

202s Philosophical Foundations of Western Thought: The Modern Period
Investigates the development of Western philosophy in the seventeenth and eighteenth centuries through the writings of Descartes, Locke, Spinoza, Leibniz, Berkeley, Hume, and Kant. Focuses on the impact of modern scientific thought on the philosophical tradition's understanding of the place of the human being in the world. Topics include the nature and extent of human knowledge, the nature of the mind, and the possibility of human freedom.
Meets Humanities I-B requirement.
T. Wartenberg
2 meetings (75 minutes); 4 credits; enrollment limited to 30

205f Ethics
An introduction to some of the main philosophical approaches to ethics and ideas about human nature through a study of works by major philosophers including Plato,

Kant, Mill, Marx, Nietzsche. Among the issues covered will be the justification of morality, pleasure and happiness, human nature, and the human good.
Meets Humanities I-B requirement.
S. Sayers
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***206f Introduction to the Philosophy of Science**
This course provides students with an introduction to philosophy based upon the philosophy of science. Questions to be discussed include: What is the nature of scientific reasoning? What are scientific theories, and how are they tested? How are scientific concepts and explanations used? The social aspects of scientific inquiry will be addressed, as will some feminist criticisms of science. The idea of scientific progress will also be given extended treatment.
Meets Humanities I-B requirement.
4 credits

208s Knowledge and Reality
What is knowledge? Does the world exist independently of our minds? What makes me a single, unified person who exists continuously over time? In this course, we will explore these and other central questions in epistemology (theory of knowledge) and metaphysics (theory of reality) concerning predictions about the future, universal generalizations, the categories/concepts we employ in making such predictions and generalizations, and the nature of cause and effect. This course aims to be both historical and contemporary.
Meets Humanities I-B requirement.
C. Lee
2 meetings (75 minutes); 4 credits; enrollment limited to 30

210f Logical Thought
This course cultivates sound reasoning. Students will learn to see the structure of claims and arguments and to use those structures in developing strong arguments and exposing shoddy ones. We will learn to evaluate arguments on the strength of the reasoning rather than on the force of their associations and buzzwords.
Meets Humanities I-B requirement.
The department
3 meetings (50 minutes); 4 credits; enrollment limited to 50

***212f Philosophical Foundations of Chinese Thought: The Ancient Period**
(Same as Asian Studies 214) An introduction to Chinese thought in the classical period roughly between 500 and 221 BCE, a time of social and political furor. We will survey different philosophical responses to this upheaval, with an eye to the contemporary relevance of ancient Chinese wisdom. The course format consists of lecture and discussion preceded by extensive reading of primary texts (in translation). No familiarity with Chinese history, philosophy, or language is assumed.
Meets multicultural requirement; meets Humanities I-B requirement.
S. Luo
2 meetings (75 minutes); 4 credits; enrollment limited to 50

***213s Philosophical Foundations of Chinese Thought: The Post-Classical Period**
(Same as Asian Studies 214) An introduction to Chinese thought in the post-classical period, from the beginning of the Qin dynasty (221 BCE) onward. The focus will be on neo-Confucianism and neo-Daoism. Some versions of Buddhism also will be covered, for neo-Confucianism draws substantially on Buddhist metaphysical conceptions.
Meets multicultural requirement; meets Humanities I-B requirement.
Prereq. Asian Studies 214/Philosophy 212 provides helpful background to this course but is not required;2 meetings (75 minutes); 4 credits; enrollment limited to 50

***220s Introduction to the Philosophy of Science**
This course covers the central philosophical positions and topics in philosophy of science from mid-twentieth century until the present day. It begins with the positivist view current at midcentury, covers the move to pragmatism of the 1960s and 1970s, and looks at sociological and historical attitudes since then. It asks to what degree it is possible for

science to investigate a value-independent reality in the light of these developments.
Meets Humanities I-B requirement.
S. Mitchell
Prereq. 4 credits in philosophy; 4 credits; enrollment limited to 50

225s Symbolic Logic
This course develops a symbolic system that can be used as the basis for inference in all fields. It will provide syntax and semantics for the language of this system and investigate its adequacy. It provides the basis for all further work in logic or in the philosophical foundations of mathematics. Much of the course has a mathematical flavor, but no knowledge of mathematics is necessary.
Does not meet a distribution requirement.
S. Mitchell
3 meetings (50 minutes); 4 credits; enrollment limited to 50

226f Introduction to the Philosophy of Religion
(Same as Religion 226fs) This course begins its survey of the discipline of the philosophy of religion with the work of Augustine. We then proceed to an examination of the classical theistic arguments for knowledge of God's existence (those of Anselm, Aquinas, and Maimonides) that dominated Scholastic thought and consider the criticisms of these approaches by Enlightenment philosophers such as Kant. We trace the rise of experience as the central category of pietism and romanticism in the texts of Schleiermacher and Coleridge and in the poetry of Novalis. Finally, we focus on the pragmatic tradition in American philosophy of religion, especially in the work of William James, Josiah Royce, and Cornel West.
Meets Humanities I-B requirement.
J. Grayson
2 meetings (75 minutes); 4 credits; enrollment limited to 35

227f Feminism and Knowledge
(Same as Gender Studies 212) Is knowledge gendered? Is science objective? What does it mean to make such claims, and how does one justify them? In this course, we will investigate how gender roles, gender identity, and ideas about gender influence the construction of knowledge. We will look at three competing views about these influences—in particular, empiricism, standpoint theory, and postmodernism—in the context of empirical research in the social sciences and biology. We will consider what it means to do research as a feminist and what kind of cognitive authority women hold in the creation of knowledge.
Meets Humanities I-B requirement.
C. Lee
Prereq. 4 credits in gender studies or philosophy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

232f Ethical Issues in Complex Organizations
(Same as Complex Organizations 232) There is much talk recently of the need for increased attention to "ethics" in organizational life. This course examines the basis for this concern and the underlying beliefs and structures that give rise to ethical issues, with the goal of helping students to clarify their own positions. Topics addressed will include profit, governance, consumption, distribution, and the social contract. Readings will draw on philosophy, religion, economics, history, literature, management theory, and current events
Meets Humanities I-B requirement.
F. McGinness
Prereq. soph, jr, sr; 4 credits; 1 meeting (3 hours); 4 credits

235f Medical Ethics
Modern medicine has raised new and difficult moral and philosophical problems. Topics discussed include: What is the distinction between health and illness? How should limited health care resources be distributed? How are medical problems related to larger social problems (e.g., sex inequality)? What are the responsibilities of medical researchers toward their research subjects? What moral reasons do we have to be concerned about the growth of technology in medicine? Are the basic institutions of medicine and medical education just?
Meets Humanities I-B requirement.
J. Harold
2 meetings (75 minutes); 4 credits; enrollment limited to 50

***240f Environmental Ethics: Nature/ Culture/Values**
A fundamental problem we face as humans is how we should relate to the natural world. Why not turn Yosemite into a parking lot? Is nature to be controlled through applying technological expertise? Or is Thoreau correct in his suggestion that we must immerse ourselves in nature to discover who we truly are? Might the value of nature extend beyond its utility for humans? Students have the opportunity to explore these questions, challenging widespread assumptions about nature, culture, and values.
Meets Humanities I-B requirement.
J. Inness
2 meetings (75 minutes); 4 credits; enrollment limited to 50

241s Issues in Contemporary Moral Theory
Do we need to develop virtues to lead a good life? Is morality founded on freedom or happiness? What does it involve for an individual to be just? What is the relationship between morality and power? This course explores questions and texts relevant to contemporary ethical philosophy. We will examine a number of contemporary texts written by philosophers interested in concepts such as virtue, freedom, justice, and power.
Meets Humanities I-B requirement.
J. Harold
Prereq. Philosophy 205 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***242fs Social and Political Philosophy**
**242f(01)* This course is a survey of influential works in the history of political thought, along with some contemporary works. Classical readings will include Plato, Machiavelli, Hobbes, Locke, Rousseau, Hume, Mill, and Marx. Modern authors will likely include Susan Okin, John Rawls, Marilyn Frye, Jean Hampton, and Allison Jagger. Our central question will be "What gives a government legitimate authority over its citizens?"
Meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits

**242s(01)* An examination of a variety of topics in social and political philosophy, drawing from the historical as well as contemporary sources. Questions to be explored include: What is the nature and scope of political authority? Do citizens have a duty to obey the laws of their state? What duties do we have to oppressed and marginalized groups? How do race, class, gender, and sexual orientation matter to political freedom and authority? How should we balance political liberties against the public good? Attention will also be given to the application of these questions to particular contemporary social and political issues.
Meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits

***244s Philosophy and Literature**
An examination of philosophical themes in literature, and also looks at philosophical questions about literature. Can literature give us knowledge about the world? How do we determine the meaning of a work of literature? Are the author's intentions relevant to interpretation? Can works of literature lead us morally astray? How are gender, race, and class relevant to reading literature? What is the difference between philosophy and literature—can a work of literature also be a work of philosophy?
Meets Humanities I-B requirement.
4 credits

***248s Philosophical Issues in Race and Racism**
An introduction to discussions of "race" within philosophy and related discussions in science, the law, and the arts. Topics to be discussed include: Is "race" real, subjective, or produced by society? How is race relevant to our identities? How does the popular media represent "race?" Does science construct "race?" What is the connection between "race," gender, and class? Class readings from philosophy and a variety of interdisciplinary texts, including film and literature.
Meets multicultural requirement; meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits; enrollment limited to 50

249s Women and Philosophy
Some say that philosophers pursue objective knowledge. Feminist philosophy is a body of scholarship that questions the extent to which traditional philosophy has pursued or can pursue knowledge in an objective way. This course is an introduction to issues in feminist philosophy, including its critique of traditional Western philosophy and its contributions to major areas of philosophy such as metaphysics, ethics, epistemology, social and political philosophy, and the philosophy of language.
Meets Humanities I-B requirement.
M. Masto
2 meetings (75 minutes); 4 credits; enrollment limited to 50

***250fs Topics in Philosophy**

**250s(01) Utopia/Dystopia and Human Value*
This course will take us on an odyssey through philosophy, literature, and film in order to understand the relationship between our most fundamental assumptions about human nature and our visions of human community. We will examine both positive and negative models and imagined futures to decipher their underlying (and often unacknowledged) claims about human existence, our role in the world, and our place in the cosmos. Readings will include selections from Plato, Huxley, More, Descartes, Marx, Orwell, Lincoln, Paine, Atwood, and others. Students will complete frequent, brief writing assignments and class presentations as well as a more involved final project.
Meets Humanities I-B requirement.
N. Belmonte
4 credits; enrollment limited to 50

**250s Chinese Philosophy*
(Same as Asian Studies 250s) An introduction to Confucianism, Daoism, and other schools of thought in ancient China.
Meets multicultural requirement; meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits

***251s Medieval Philosophy**
Survey of medieval philosophy, focusing on such puzzling questions as (1) Is human free will compatible with God's foreknowledge of all that will ever happen? (2) Are there good arguments for the existence of God? (3) Is the idea of an omnipotent being coherent? (4) Could morality be adequately based on the mere fact that God wants us to do something, rather than on the reason God has for wanting us to do it? (5) Can there be a thing that is a universal thing? Text: *Philosophy in the Middle Ages*, edited by Hyman and Walsh.
Meets Humanities I-B requirement.
G. Matthews
4 credits; enrollment limited to 50

***252s Philosophical Foundations of Western Thought: The Nineteenth Century**
This course explores the ways the nature, possibility, and extent of human freedom were conceptualized by German philosophers in the nineteenth century. Readings are drawn from the work of Hegel, Feuerbach, Marx, and Nietzsche. Specific topics include Hegel's metaphysics of spirit, Feuerbach's critique of religious and philosophical mystification, Marx's analysis of alienation, and Nietzsche's ideal of the "Over-Man."
Meets Humanities I-B requirement.
T. Wartenberg
2 meetings; 4 credits

***253f Introduction to Asian Philosophy**
This course introduces students to the traditional systems of thought in Asia, concentrating on Hinduism in India; Taoism in China; and Buddhism in China, India, and Japan, with occasional reference to other systems. Secondary and primary texts are read, along with some literature inspired by these philosophies. Cross-cultural explorations—and considerations of gender, caste, and elitism—are encouraged.
Meets Humanities I-B requirement.
4 credits

255f Existentialism
Is life absurd? Do human beings really want to be free? Or do we prefer to sacrifice our freedom for comfort and amusement? Is God dead? Is it possible to live without religious belief? These are among the central questions about human life raised by existential thinkers. We will discuss these issues, and many others, through careful reading of philosophic and literary texts by such

important existentialists as Søren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Jean-Paul Sartre, Albert Camus, Simone de Beauvoir, and Franz Fanon.
Meets Humanities I-B requirement.
T. Wartenberg
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***257f Topics in Contemporary Continental Philosophy: Ideology**
Meets Humanities I-B requirement.
4 credits

***261f Philosophy of Physics**
Twentieth-century physics is a philosophical gold mine, rich with profound multifaceted challenges to common conceptions of space, time, matter, identity, and causality. Our primary focus will be quantum physics, with some attention given to the special and general theories of relativity, chaos theory, complexity theory, and quantum field theory. We will explore the nature of being and the nature of human understanding through an investigation of theoretical and experimental developments, including recent and surprising laboratory actualizations of canonical thought experiments. This course does not require prior knowledge or skills in physics or mathematics.
Meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits; enrollment limited to 15

***263fs Philosophy of Biology**
Biology gives rise to many interesting philosophical questions. For example: How could there be evidence for evolution when we can't predict new species? How could adaptations be intended for some purpose? Are individuals selected by natural selection or could groups be selected too? How does evolution add light on human behavior, if at all? In this course we will consider these issues. Designed to be accessible to those with backgrounds in either philosophy or biology.
Meets Humanities I-B requirement.
S. Mitchell
4 credits; enrollment limited to 50

***264fs Philosophy of Mind**
This course explores long-standing questions about the nature of consciousness; the relationship between mind and body; the relationship between mind and language; and the role that science has in negotiating these questions (if any at all). We also will discuss contemporary, topical debates in the philosophy of mind.
Meets Humanities I-B requirement.
C. Lee
Prereq. 4 credits in department, or permission of instructor; 2meetings (75 minutes); 4 credits; enrollment limited to 100

***270f Epistemology**
Issues in epistemology (the theory of knowledge) are fundamental to nearly all fields of study. This course uses both historical and contemporary texts to consider traditional questions in the theory of knowledge. Included are the following questions: Can I have knowledge of anything outside of my mind, for example, physical objects or other minds? Can we answer the skeptic's challenge that we are not justified in any of our beliefs? What is knowledge, and how does it differ from belief? Does our knowledge have a foundation or is it unavoidably circular? Is all knowledge derived from experience or is some innate?
Meets Humanities I-B requirement.
Prereq. 4 credits in department or permission of instructor; 2 meetings (75 minutes); 4 credits

***271fs Philosophy of Language**

271f(01) In the twentieth century, problems in the philosophy of language have become central to nearly all philosophical concerns. This course addresses key questions: What is truth? What is it for a sentence to have a meaning? Does language determine the way we think? Readings are drawn from Frege, Russell, Wittgenstein, Whorf, Quine, Chomsky, Frye, and others.
Meets Humanities I-B requirement.
Prereq. 4 credits in department or permission of instructor; 2 meetings (75 minutes); 4 credits

**271s* Topics in the philosophy of language have become central to many philosophical debates since the early twentieth century. What gives words meaning? Must we understand a speaker's intentions in order to know what she says? What makes a statement true? How do pointing, nodding, and other

contextual factors influence interpretation? We will explore these and related issues through readings from Frege, Russell, Wittgenstein, Quine, Grice, Stalnaker, Perry, and others
Meets Humanities I-B requirement.
Prereq. 4 credits in department or permission of instructor; 2 meetings (75 minutes); 4 credits

***272s Metaphysics**
Metaphysics has as its topic a cluster of interconnected issues arising out of the nature of existence, truth, reality, and freedom. Questions such as the following are addressed: What makes an individual the person she or he is? Is human freedom possible in a world in which all actions are caused? How should we decide what exists? Is there a difference between essential and contingent properties of certain things? What is the nature of truth?
Meets Humanities I-B requirement.
Prereq. 4 credits in department or permission of instructor; 2 meetings; 4 credits

***273s Philosophy of the Arts**
Can a pile of bricks be art? What is the difference between a musical work and a bunch of random noise? What makes a Marx Brothers movie funny? *Othello* a tragedy? Should art appeal to the masses?
Meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits

***275fs Philosophy and Film Theory**
(Same as Film Studies 290) An exploration of philosophical issues encountered in the study of film. Why do we need a theory of film? What is a film anyway? Do films have "authors"? How do films engage our emotions? Can films be socially critical? What can we learn from films? These are examples of the topics to be discussed in this course as we investigate the nature of film and its relation to philosophy. There will be weekly required film screenings
Meets Humanities I-B requirement.
T. Wartenberg
Prereq. 4 credits in department or in film studies, or permission of instructor; 2 meetings (75 minutes), 1 screening (3 hours); 4 credits; enrollment limited to 30

280f Philosophy for Children
(Community-based learning course; speaking-intensive) When you act bravely, can you be scared? How do you know that you are not dreaming now? If everyone kept telling you that you weren't a person, would you believe them? These are examples of questions raised by children's books, such as *Frog and Toad Together* and *The Bear That Wasn't*. This seminar will discuss whether young children can be taught to philosophize and what the importance of doing so would be. Participants will be required to take part in a community-based learning project of teaching philosophy to elementary school children at the Jackson Street Elementary School in Northampton.
Meets Humanities I-B requirement.
Prereq. 4 credits in department or Education 215 or permission of instructor; 2 meetings (75 minutes), 1 lab (90 minutes); 4 credits; enrollment limited to 12

***290s Philosophy in Dialogue**
(Speaking- and writing-intensive) Does life have meaning? Is time real? Must art be beautiful? Philosophers have had radically different solutions to these fundamental questions. The aim of this course is for students to develop their own answers to each of these questions through discussion and dialogue. Emphasis on developing oral and written skills. This course is recommended for all sophomores thinking of majoring or minoring in philosophy and is required for the major.
Meets Humanities I-B requirement.
Prereq. soph, jr, 4 credits in department; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, permission of department; 1 to 4 credits

***306f Feminist Science Studies and Philosophy of Science**
(Same as Women's Studies 333) This course examines different approaches to understanding the nature of scientific practices. Of central interest will be the diverse accounts

offered by feminist and other interdisciplinary approaches to the study of science. We will pay particular attention to notions of evidence, methods, cultural and material constraints, and the heterogeneous nature of laboratory practices. We will consider the ways in which gender, race, and sexuality are constructed by science and how they influence both scientific practices and conceptions of science. We will also examine the feminist commitment to taking social factors into account without forfeiting the notion of objectivity.
Meets Humanities I-B requirement.
Prereq. jr, sr, 8 credits in gender studies, or 8 credits in philosophy, or 8 credits in science courses, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

***310f Twentieth-Century Analytic Philosophy**
An introduction to the history, themes, and methods of analytic philosophy, the dominant movement in twentieth-century English-speaking philosophy. Analytic philosophy uses logic and a careful analysis of language to solve philosophical problems. We will study most of the major figures of this movement, including Frege, Russell, Carnap, Quine, and Kripke. Topics addressed will include the logic of numerical identity, reference and existence, Quine's criticisms of logical positivism, and the meaning of necessity.
Meets Humanities I-B requirement.
S. Mitchell
Prereq. 8 credits in department; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 20

***312f Topics in Metaphysics**
An examination of one of a cluster of topics: What is real? Are humans free? Do numbers exist? Are there immaterial souls? Specific topics vary from year to year.
Meets Humanities I-B requirement.
Prereq. 8 credits in department; 1 meeting (2 hours); 4 credits; enrollment limited to 20

***315s Topics in Ancient Greek Philosophy**
**351s: Hellenistic Philosophy: Happiness*
In this course we will examine the ethical theories of the three main schools of Hellenistic philosophy—Stoicism, Epicureanism, and Skepticism. The central theme of the course is eudaimonia, or happiness—a concept which serves as the starting point for ancient Greek ethics. We will discuss a number of related issues, such as: What is the relation between virtue and happiness? What is the place of pleasure in the good life? Is knowledge required for happiness—and if so, what kind? And how should one relate to others and to society? We will also consider how the philosophers' views on knowledge, human nature, and god contribute to their ethical theories
Meets Humanities I-B requirement.
Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***321fs Seminar in Philosophy of Language**

**321f:* This seminar attempts to investigate carefully the broad relationship between language and the world by focusing on issues of realism and idealism: Does language merely attach labels to things (and kinds of things) that exist independently of our thought? Or do we contribute to the construction of the world by developing a conceptual scheme for describing or representing it? The seminar will focus on the work of two pivotal figures in the philosophy of language: Wittgenstein and Chomsky.
Meets Humanities I-B requirement.
Prereq. 8 credits in department; 1 meeting (2 hours); 4 credits; enrollment limited to 20

**321s:* What do proper names like "Plato," "Sally," and "Times Square" mean? How do "Santa Claus" and "Neverland" differ from the names of real people and places? Does the name "George Washington" mean the same thing as the phrase "the first president of the United States"? In this seminar, we will explore these and related questions about the analysis of names and descriptions. We will read papers by Russell, Kripke, Searle, and Putnam, among others.
Meets Humanities I-B requirement.
Prereq. 8 credits in department; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 20

327s Advanced Logic
(Same as Mathematics 327s) This course presents a careful development of predicate calculus, formal elementary number theory, and elementary recursion theory, culminating in a proof of Gödel's incompleteness results. It includes some discussion of the philosophical significance of these results for the foundations of mathematics.
Meets Humanities I-B requirement.
S. Mitchell
Prereq. Philosophy 225, 4 credits in department or in mathematics, and permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***334fs Topics in Ethics**
This course studies issues of current concern in contemporary moral theory, moral psychology, and foundations of ethics.

**33rf(01) Metaethics*
Metaethics is the study of the concepts and methods used in ethical discourse and debate. It is not the study, for example, of which actions are right or wrong, but rather of what the terms "right" and""wrong" mean. Possible questions to be discussed in this seminar include: Can moral judgments be true or false? Are moral judgments expressions of feelings? Are they objective or subjective? Are we rationally required to be moral? Are there moral facts? How are moral and aesthetic judgments different? This course presupposes a strong background in philosophy. Prior course work in ethics and logic is recommended.
Meets Humanities I-B requirement.
J. Harold
Prereq. 8 credits in department or permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 20

***347fs Developments in Feminist Philosophy: Rethinking the World: Philosophy of Sex**
What makes a body sexy? Is heterosexuality natural? What is "sex?" Feminist philosophy is in the midst of a revolutionary transformation. Rather than remaining content with the task of indicating the shortcomings of the philosophical canon, feminist philosophers are constructing their own distinctively feminist version of philosophy. In this course, we shall explore what contemporary feminist philosophers have written about the nature of sex and sexuality.
Meets Humanities I-B requirement.
J. Inness
Prereq. 8 credits in department or permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 20

350fs Topics in Philosophy

Fall 2007

350f(01) Imagination
The topic of this seminar is the phenomenon of imagination. What exactly is it that we are doing when we imagine? Does imagination make our knowledge of other people's (or even our own) minds possible? Is imaginability a sound test of conceptual possibility? Does moral behavior and reasoning require imagination? What is the role of imagination in aesthetic experience? Are all of these kinds of imagination the same? What is imagination, and is it as important as is often thought? We will read works by a variety of contemporary philosophers.
Meets Humanities I-B requirement.
J. Harold
Prereq. 8 credits from the department or permission of the instructor; 4 credits; enrollment limited to 18

Spring 2008

350s(01) Explanations in the Cognitive Sciences
This seminar will have a special focus on the methods psychologists have adopted in their theorizing—especially those methods borrowed from the cognitive sciences more generally. The methods we will focus on include computer simulation, mathematical modeling, brain imaging, solvability analyses, and evolutionary theorizing. We will evaluate: the theoretical purpose of adopting each of these particular methods; the degree to which these methods give rise to explanations of different types or grain; and whether the plurality of methods discussed can

converge towards a unified science of the mind.
Meets Humanities I-B requirement.
C. Lee
Prereq. 4 credits in Psychology or 4 credits in Philosophy, or permission of instructor; 4 credits; enrollment limited to 18

350s(02) Postmodern Feminist Philosophy
(Same as Gender Studies 333(04)) This course examines the work of key feminist theorists of, or informed by, the French/Continental tradition. We focus on the issues of materialism, psychoanalysis, language, materiality, performativity, subjectivity, post-structuralism, and postmodern philosophy. We read works of the following: Helene Cixous, Luce Irigaray, Jula Kristeva, Rosi Braidotti, Judith Butler, and Elizabeth Grosz.
Meets Humanities I-B requirement.
J. Weinstein
Prereq. jr, sr; 1 meeting (2 hours); 4 credits; enrollment limited to 15

**350(05) Postmodern Feminist Philosophy*
(See Gender Studies 333s(04))
Meets Humanities I-B requirement.
J. Weinstein
Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 18

***351fs Systematic Study of One Philosopher**

**351f(01) Martin Heidegger*
An in-depth critical examination of the philosophy of Martin Heidegger. Emphasis will be on his magnum opus *Being and Time*, but other works may be discussed as well. Some familiarity with modern Western philosophy will be helpful.
Meets Humanities I-B requirement.
T. Wartenberg
Prereq. 8 credits in department; 1 meeting (1 hour, 50 minutes); 4 credits; enrollment limited to 20

**351s(01) Kant's* Critique of Pure Reason
Kant's *Critique of Pure Reason*, one of the central works in the Western philosophic tradition, is noted for both the breadth of its vision and the obscurity of its prose. This seminar involves a careful, critical reading of the text in order to assess the validity of its argumentation, its historical importance, and its significance for contemporary philosophy.
Meets Humanities I-B requirement.
T. Wartenberg
Prereq. 8 credits in department including Philosophy 202 or equivalent, or per instructor; 1 meeting (1 hour, 50 minutes); 4 credits; enrollment limited to 20

352f Nineteenth-Century Continental Philosophy

352f(01) Hegel and Marx
A detailed study of the work of two major social and political philosophers in the Continental tradition: Hegel and Marx. Focus will be on such topics as the role of creative activity in human life; the concept of alienation; the idea of freedom; the philosophy of history, and the nature of the ideal society. The approach will be philosophical, involve critical engagement with the ideas of these thinkers, and require detailed study of some of their major texts, including Hegel, *Phenomenology of Spirit* and *Philosophy of Right*; Marx, *Economic and Philosophical Manuscripts of 1844* and *Communist Manifesto.*
Meets Humanities I-B requirement.
S. Sayers
Prereq. 8 credits in department; 1 meeting (3 hours); 4 credits; enrollment limited to 18

**352s(01) Nineteenth-Century Continental Philosophy*
During the nineteenth century, a distinctive mode of philosophizing arose, now known as Continental Philosophy, that placed the issue of human alienation squarely on the philosophic agenda. We will investigate how this topic achieved such importance through careful reading, analysis, and comparison of works by Hegel, Kierkegaard, Feuerbach, Marx, and Nietzsche. We will explore how these philosophers understood the potentials of human life as well as how they saw society limiting them.
Meets Humanities I-B requirement.
Prereq. 8 credits in department; 1 meeting (1 hour, 45 minutes); 4 credits; enrollment limited to 20

***373f Philosophy of Art**
This class examines philosophical issues arising concerning the interpretation, creation, and experience of art. Topics vary from year to year.

**373f(01)* This seminar will focus on the work of Arthur Danto, perhaps the preeminent contemporary philosopher of art and art critic for *The Nation.* We will explore his writings from his seminal essay, "The Artworld," to his recent book, *The Abuse of Beauty,* in an attempt to understand his views on art, its development, and its future.
Meets Humanities I-B requirement.
T. Wartenberg
Prereq. 8 credits in department; 4 credits; enrollment limited to 20

**373s(01)* An examination of what philosophers find significant in specific art forms, such as film, contemporary painting, and classical music. We will focus in depth on the writings of such philosophers as Stanley Cavell, Arthur Danto, and Kendall Walton. Interest in a particular art form as well as some philosophical background would be useful.
Meets Humanities I-B requirement.
T. Wartenberg
Prereq. 8 credits in department; 4 credits; enrollment limited to 20

375s Philosophy of Film
An examination of different theoretical issues concerning the nature of film and film viewing. Topics vary yearly.

375s(01) Recently, philosophers have argued that films resemble philosophy in their use of thought experiments. But the role of thought experiments in philosophy is itself contested. The seminar will investigate how thought experiments are used in science and philosophy in order to determine whether films and, more generally, art can legitimately claim that their presentation of thought experiments connects them to philosophy. Some previous acquaintance with philosophy highly recommended.
Meets Humanities I-B requirement.
T. Wartenberg
Prereq. 8 credits in department or in film studies or permission of instructor; 1 meeting (2 hours) and screening; 4 credits; enrollment limited to 18

***390f Proseminar**
Does not meet a distribution requirement.
The department
Prereq. major or permission of department; 1 meeting (3 hours); 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of department; 1 to 8 credits

Physical Education and Athletics

Lecturers Allen, Esber, Friedman, Haneishi, Lee, Nasseir, Perrella, Priest (*chair*), Santiago, Saunders, Scecina, Whitcomb; PGA Golf Professional Bontempo; Riding Instructors Collins, Law, Morris, Pierce

The Department of Physical Education aims to develop in the student an awareness and an intelligent understanding of the need for and effects of healthy physical activity. The instructional program offers opportunities for the student to acquire lifetime sport and movement skills that will enhance her overall quality of life, both now and in the future.

Six physical education units are required of all students, except transfer students, whose requirements are based on entering status. Sophomore transfer students need 4 units and junior transfers, 2 units. Students who do not feel safe in deep water are encouraged to take a swimming course.

Most physical education courses meet two hours a week for one semester, for 2 physical education units. Some courses, however, meet for half a semester, for 1 physical education unit.

Fees are indicated where required.

The physical education department does not offer a physical education major program but does offer a course for academic credit entitled Women in Sport. Also offered is an academic independent credit option. See the end of the physical education listings for these courses.

Courses numbered 100 are at the beginning level; those numbered 200 are intermediate; those numbered 300 are advanced; and those numbered 400 indicate teams and/or special advanced courses.

The second number in each course number indicates a specific area of study as follows: 0, aquatics; 1, dance and individual activities; 2, exercise, fitness, and wellness; 3 and 4, sports; and 5, riding.

Aquatics

101fs(01) Beginning Swimming
Stresses safety and comfort in the water. Covers basic front and back strokes, floating and treading water, and feet-first and head-first entries.
Does not meet a distribution requirement.
D. Allen, C. Lee
2 meetings (50 minutes); 2 units; enrollment limited to 10

101fs(03) Advanced Beginning Swimming
Covers basic front and back strokes, floating, and treading water, as well as feet-first and head-first entries.
Does not meet a distribution requirement.
M. Scecina
2 meetings (50 minutes); 2 units; enrollment limited to 12

102f Springboard Diving
Includes forward, backward, inward, reverse, and twisting dives.
Does not meet a distribution requirement.
M. Clark
1 meeting (2 hours); 2 units; enrollment limited to 16

104fs Beginning Scuba Diving
Designed for someone with no scuba experience. Consists of classroom and pool time. Classroom: learning academics of diving; pool time: learning to use scuba equipment. Optional weekend of ocean diving leading to NAUI scuba diver certification, near end of session. First half of semester.
Does not meet a distribution requirement.
S. Ausevich
1 meeting; fee course; 2 units; enrollment limited to 16

201f Intermediate Swimming
Covers skills of the front and back crawl, butterfly, breast strokes, and diving.

Does not meet a distribution requirement.
C. Lee
2 units; enrollment limited to 20

303s Swim and Stay Fit
Offers conditioning through endurance swimming. Includes instruction on stroke technique.
Does not meet a distribution requirement.
The department
Prereq. for intermediate and advanced swimmers; 2 meetings (50 minutes); 2 units; no repeats; enrollment limited to 25

306f Red Cross Lifeguard Training
Includes certifications in Lifeguarding, CPR for the Professional Rescuer, and Standard First Aid. Requirements include text and assigned reading and a written and practical final examination. Some classes will meet between 8:00–9:50 AM for the required CPR training portion.
Does not meet a distribution requirement.
D. Allen
Prereq. screening test; for advanced swimmers; 2 meetings (75 minutes); 3 physical education units with certification, 2 physical education units without; fee course; enrollment limited to 10

307s Red Cross Water Safety Instructor
(Community-based learning course)
Includes required test, reading assignments, and final examinations. This course will give the student a certification to teach basic water safety and learn to swim classes.
Does not meet a distribution requirement.
The department
Prereq. minimum 17 years of age, screening test; 2 meetings (75 minutes); 3 physical education units with certification, 2 physical education units without; fee course; enrollment limited to 10

Exercise, Fitness, and Wellness

***100fs Physical Education Activity Seminar**
Offers students the opportunity to receive basic instruction and be exposed to a number of activities taught in the physical education curriculum. Students will have the opportunity to gain a basic understanding of the importance of lifetime sports and fitness in their lives as well as take two classes in each of six different physical activities during the half-semester course.

**100f(01) Seminar I*
In the fall, Seminar I includes introduction to lifetime activity and fitness, ballroom dance, tennis, canoeing, t'ai chi, soccer, and badminton.
Does not meet a distribution requirement.
The department
Prereq. open only to first-year students; students are permitted to take no more than one seminar course for PE credit; 1 unit

**100f(02) Seminar II*
In the fall, Seminar II includes introduction to lifetime activity and fitness, folk dance, volleyball, swimming, yoga, fencing, and squash.
Does not meet a distribution requirement.
The department
Prereq. open only to first-year students; students are permitted to take no more than one seminar course for PE credit; 1 unit; enrollment limited to 20

**100s(01) Seminar I*
In the spring, Seminar I includes these activities: folk dance, volleyball, swimming, yoga, fencing, and squash.
Does not meet a distribution requirement.
The department
Prereq. open only to first-year students; students are permitted to take no more than one seminar course for PE credit; 1 unit; enrollment limited to 20

**100s(02) Seminar II*
In the spring, Seminar II includes these activities: rowing, badminton, tennis, soccer, canoeing, and t'ai chi.
Does not meet a distribution requirement.
The department
Prereq. open only to first-year students; students are permitted to take no more than one seminar course for PE credit; 1 unit; enrollment limited to 20

122fs Fitness for Life
Explains the purpose of physical exercise to enable each student to evaluate her own level of fitness and design a personalized exercise program that will be beneficial throughout life. Topics include cardiovascular endurance,

nutrition, muscular strength and endurance, flexibility, weight management, and stress management. Half lecture, half activity. Required text and examination.
Does not meet a distribution requirement.
M. Esber, P. Nasseir (fall); P. Nasseir (spring)
2 meetings (75 minutes); 3 units; no repeats; enrollment limited to 22

123f Running for Fitness
Covers all aspects of running, including gear, training, and running techniques. All levels of runners welcome.
Does not meet a distribution requirement.
M. Esber
2 meetings (75 minutes); 2 units; no repeats; enrollment limited to 20

***124s Cross-Training for Fitness**
Covers the basic skills in running, cycling, swimming, and weight training and focuses on the use of the activities to develop cardiovascular and muscular endurance. Bicycle and helmet are required, as is ability to swim at intermediate level.
Does not meet a distribution requirement.
C. Lee
2 meetings (75 minutes); 2 units; no repeats

125fs Weight Training for Fitness
Covers basic weight-training techniques. Instructs students in the use of Cybex machines and free weights. Allows students to develop individualized weight-training programs.
Does not meet a distribution requirement.
The department
2 meetings (50 minutes), half semester; 1 unit; no repeats; enrollment limited to 16

128fs Walking for Fitness
Covers all aspects of walking, including equipment, walking techniques, and training techniques.
Does not meet a distribution requirement.
M. Esber, K. Haneishi, C. Lee (fall); the department (spring)
2 meetings, half semester; 1 unit; no repeats; enrollment limited to 25

129s Fitness Walking with Fido
Students will be transported via college transportation to and from the MSPCA or the Thomas J. O'Connor Animal Rescue Center in Springfield. Students will walk in pairs or groups of three. As often as possible, students will walk with dogs, matched to them according to the dogs' age, ability and fitness level. At other times, students will walk without dogs, but still in pairs or groups. An instructor will monitor the groups walking.
Does not meet a distribution requirement.
C. Lee
Prereq. students should have some prior experience with dogs and dog care; student should be able to walk comfortably in an urban environment (city sidewalks); 1 day a week, 3 hours, second half of semester; 2 units; enrollment limited to 10

325f Functional Strength Training
Introduces an integrated, functional approach to strength training that incorporates balance, coordination, and agility. Teaches weight training without machines, using dumbbells, medicine balls, stability balls, and body weight to grow stronger. Mini lectures on a variety of related exercise topics will also be given. This class is designed for students who exercise regularly and have at least a minimal level of fitness.
Does not meet a distribution requirement.
E. Perrella
2 meetings (50 minutes); 2 units; no repeats; enrollment limited to 16

Dance and Individual Activities

The Department of Physical Education offers instruction in the following individual activities and dance idioms.

All Department of Dance technique courses satisfy both academic and physical education requirements. There is no "physical education unit only" option for dance department courses. Students must meet the attendance requirement to receive 2 physical education units. See Department of Dance for course descriptions.

110f Hiking in the Pioneer Valley
This course will introduce and develop an understanding of the activity of hiking by presenting the basics in the form of lecture and activity. It will cover safety, equipment, and planning trips. Course will consist of local hikes.

Does not meet a distribution requirement.
C. Lee
1 meeting (3 hours); no repeats; 2 units; enrollment limited to 20

111fs Self-Defense for Women
The first half of the semester is the RAD program (Rape Aggression Defense). Teaches "streetwise" self-defense, crime prevention and awareness, risk reduction, and full contact self-defense. The second half of the semester is a continuation of the RAD system, but the Kuboton self-defense key chain is added. The Kuboton is a self-defense tool that a woman of any size and age, with a minimum of training, can use to stop an attack.
Does not meet a distribution requirement.
B. Arrighi
1 meeting (2 hours); course fee $35, RAD manual $5; dress comfortably with athletic shoes with nonmarking soles; 2 units; no repeats; enrollment limited to 35

112fs Beginning Yoga
Yoga is an ancient practice from India that develops a balance of physical strength and flexibility and promotes evenness of mind. This class is an introduction to basic postures, meditation, and breathing techniques with a focus on unifying breath with movement. Revered for its medicinal benefits, yoga can be practiced by people of all abilities with safe and healthy results.
Does not meet a distribution requirement.
H. Rand
2 meetings (50 minutes), half semester fee course; 1 unit; enrollment limited to 25

114f Beginning T'ai Chi I

114f(01) Beginning T'ai Chi I
T'ai chi is a slow movement exercise that stimulates energy (chi). This course introduces the Yang-style form, which includes a sequential pattern of movements that builds strength and flexibility, increases internal energy, and promotes a peaceful feeling in body and mind.
Does not meet a distribution requirement.
M. Kinuta
2 meetings (50 minutes); first half of semester; fee course; 1 unit; enrollment limited to 25

114f(02) Beginning T'ai Chi II
This is the second half of the Yang style short form, building on the sequential pattern of movements presented in Beginning T'ai Chi I.
Does not meet a distribution requirement.
M. Kinuta
Prereq. Physical Education 114f(01);
2 meetings (50 minutes); second half of semester; fee course; 1 credit; enrollment limited to 25

118f Folk Dance
Covers a variety of folk dances from representative countries. Beginning and intermediate levels.
Does not meet a distribution requirement.
J. Friedman
2 meetings, last six weeks of fall; 1 unit; no repeats; enrollment limited to 40

119fs Ballroom Dance
Introduces ballroom dances such as foxtrot, rhumba, waltz, polka, cha-cha, tango, and swing.
Does not meet a distribution requirement.
L. Priest
2 meetings; first six weeks of fall, first half of spring semester; 1 unit; enrollment limited to 40

126fs Pilates
The Pilates Method offers a slow building repertoire of stabilizing and mobilizing exercises that work the entire body. Focus is on use of breath, core strength, and full body connection. Students will learn the basic exercises that strengthen the major muscle groups of the body creating length and flexibility in an integrated way.
Does not meet a distribution requirement.
G. Fuller
2 meetings (50 minutes); fee course; 1 unit; enrollment limited to 25

***210s Outdoor Leadership Skills**
(Community-based learning course) This course will educate students about all aspects of leadership in outdoor activities, especially hiking and camping. This will include trip planning, map and compass reading, appropriate guides for the geographical area, weather awareness, and other environmental concerns such as wildlife, insects, and plants.

The primary focus will be on the safety of participants; however, a portion of the course will address issues of trust development, group dynamics, and problem solving. Opportunities for personal growth and exposure to the inner self will also be emphasized through initiative games and dialogue.
Does not meet a distribution requirement.
C. Lee
Prereq. Physical Education 110 or permission of instructor; 1 meeting (3 hours), full semester; 2 units; no repeats; enrollment limited to 15

211f Keychain Self-Defense for Women
This six-week course is a continuation of the Basic Self-Defense for Women course. The Kubotan is a keychain that doubles as a self-defense tool. It is easy to learn to use and carry. The keychain can enable any person, with a minimum of training, to defend herself, by nullifying any power/strength imbalance between herself and her attacker.
Does not meet a distribution requirement.
B. Arrighi
1 meeting (2 hours); course fee $35; RAD manual and Kubotan $10; dress comfortably with athletic shoes with nonmarking soles; no repeats; 1 unit; enrollment limited to 35

212fs Intermediate Yoga
Intermediate yoga introduces more advanced variations of basic postures and is an opportunity for students to deepen their experience of this practice. Yoga vinyasa, a style of yoga that links postures together in a flowing sequence will be introduced along with basic inversions. Recommended for students who have completed beginning yoga.
Does not meet a distribution requirement.
H. Rand, K. Haneishi
Prereq. Physical Education 112; 2 meetings (50 minutes), half semester; fee course; 1 unit; enrollment limited to 25

***214fs Intermediate T'ai Chi**
Introduces part two of the Yang style. For the serious student who wants to learn additional postures, their applications, and how to incorporate t'ai chi principles into everyday life.
Does not meet a distribution requirement.
D. Barry
Prereq. Physical Education 114 or permission of instructor; 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 30

217s Responding to Emergencies: Community CPR
Offers Red Cross certification. Includes reading assignments and examinations. Course content includes current medical information on CPR and the prevention and treatment of injuries and sudden illness with an emphasis on personal safety. Class will need to meet for 8 hours on an agreed-upon Saturday in February to complete the CPR section.
Does not meet a distribution requirement.
E. Perrella
2 meetings (50 minutes); fee course; 2 units; no repeats; enrollment limited to 16

261s Women in Sport
(Community-based learning course) This course is designed to introduce students to the history of women in sport, the status of women in sport since the passage of Title IX in 1972, and current issues impacting women in sport such as race, gender, and sexual orientation. Students will explore the various topics related to coaching education and will complete a Title IX review for class.
Does not meet a distribution requirement.
L. Priest
1 meeting (2 1/2 hours); no PE credit, academic credit only; 4 credits; enrollment limited to 20

311s Advanced Self-Defense for Women
This course is a continuation in the Rape Aggression Defense (RAD) program. It features dealing with multiple attackers, advanced ground defense, defense against armed assailants, and more.
Does not meet a distribution requirement.
B. Arrighi
Prereq. Physical Education 111; 1 meeting (2 hours); course fee $35, RAD manual $5; dress comfortably with athletic shoes with nonmarking soles; 1 unit; no repeats; enrollment limited to 35

Sports

131fs Beginning Tennis
Covers basic forehand and backhand drives, volley, and serve; rules, scoring, and basic strategy. Designed for beginning players who have had little or no tennis experience.
Does not meet a distribution requirement.
P. Nasseir, J. Friedman, A. Santiago (fall); A. Whitcomb, the department (spring)
2 meetings (50 minutes); 2 units; enrollment limited to 22

132s Beginning Soccer
Covers basic technique and strategies as well as the rules of the game. Designed for those with little or no previous experience.
Does not meet a distribution requirement.
M. Esber
2 meetings (50 minutes), second half semester; 1 unit; enrollment limited to 24

133fs Beginning Canoeing
This course will provide basic skills and knowledge necessary for safe enjoyment of recreational flat water canoeing. It will cover basic tandem bow and stern strokes. It will provide students with the awareness of common hazards associated with the sport and develop the safety knowledge to avoid such hazards.
Does not meet a distribution requirement.
D. Allen
Prereq. must be a swimmer, swim test given at first class meeting; 2 meetings (50 minutes), half semester; 1 unit; enrollment limited to 14

134fs Beginning Badminton
Teaches the service, smash, clean, and drop shots, as well as rules and strategy of singles and doubles. For those with little or no badminton experience.
Does not meet a distribution requirement.
M. Scecina, A. Whitcomb (fall); M. Scecina, the department (spring)
2 meetings (50 minutes); half semester for 1 physical education unit; enrollment limited to 24

135s Beginning Volleyball
Covers basic skills and strategy. Taught in conjunction with Physical Education 235s. For those with little or no experience.
Does not meet a distribution requirement.
P. Nasseir
2 meetings (50 minutes), half semester; 1 unit; enrollment limited to 24

136fs Beginning Fencing
Covers the basic skills, techniques, and strategy of foil fencing.
Does not meet a distribution requirement.
D. McMenamin
2 meetings (50 minutes), half semester; fee course; 1 unit; enrollment limited to 20

137fs Beginning Golf
Covers the fundamentals—complete swing, golf course etiquette, golf rules. *Dress code for the Orchards Golf Club must be adhered to. No tank or halter tops or denim. Sleeveless tops must have collars and shorts must be no higher than 4 inches above the knee.* Classes meet at golf course. For those with little or no golf experience.
Does not meet a distribution requirement.
R. Bontempo
2 meetings (50 minutes), half semester; equipment provided; fee course; 1 unit; enrollment limited to 10

138s Beginning Basketball
Basketball is a team sport that is played in a 5-on-5 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.
Does not meet a distribution requirement.
M. Scecina
2 meetings; half semester; 1 unit; enrollment limited to 24

139f s Ultimate Frisbee
This is a noncontact sport played by two seven-player teams. The object of the game is to score goals. The frisbee may only be moved by passing; the thrower is not allowed to take any steps. When a pass is incomplete, intercepted, etc., a turnover occurs, resulting in a change of possession of the disc. A goal is scored when a player successfully passes the disc to a teammate in the end zone which that team is attacking.

Does not meet a distribution requirement.
A. Whitcomb
Offered first half of first semester, second half of second semester; 2 meetings (50 minutes); 1 unit; no repeats; enrollment limited to 21

142fs Beginning Squash
Introduces sound footwork, forehand, backhand drives, and volleys, lob serve, backwall shots, and boasts. Covers international squash rules and basic strategy. For beginning players who have had little or no squash experience.
Does not meet a distribution requirement.
P. Saunders, J. Friedman (fall); P. Saunders (spring)
2 meetings (50 minutes); 2 units; enrollment limited to 14

144fs Beginning Racquetball
Covers basic strokes, rules, and strategy. For those with little or no racquetball experience.
Does not meet a distribution requirement.
M. Scecina, M. Esber, A. Whitcomb (fall); M. Scecina (spring)
2 meetings (50 minutes), half semester; 1 unit; enrollment limited to 8

***145f Beginning Lacrosse**
Covers stick skills and basic strategies. Scheduled to precede Physical Education 245 for those wanting a full semester of instruction. For those with little or no previous experience.
Does not meet a distribution requirement.
M. Hyer
2 meetings (50 minutes), half semester; 1 unit; enrollment limited to 24

231fs Intermediate Tennis
Reviews the basic strokes. Emphasizes the lob, overhead, return of serve, and strategy for both singles and doubles.
Does not meet a distribution requirement.
A. Santiago, the department
Prereq. Physical Education 131 or permission of instructor; 2 meetings (50 minutes); 2 units; enrollment limited to 22

***234fs Intermediate Badminton**
This course continues the basic skills and emphasizes playing formations, defensive and offensive shots and strategies for singles and doubles play.
Does not meet a distribution requirement.
The department
Prereq. Physical Education 134; 2 meetings (50 minutes); half semester course, usually following Physical Education 134; 1 unit; enrollment limited to 24

235s Intermediate Volleyball
Elaborates on fundamental skills of beginning volleyball, in addition to the more advanced skills of blocking and individual defense.
Does not meet a distribution requirement.
P. Nasseir
Prereq. Physical Education 135 or permission of instructor; 2 meetings (50 minutes), half semester; 1 unit; enrollment limited to 24

236fs Intermediate Fencing
Continues the basic skills and emphasizes more complicated strategies and tactics. Expands on handwork and footwork. Combined with Physical Education 136.
Does not meet a distribution requirement.
D. McMenamin
Prereq. Physical Education 136 or permission of instructor; 2 meetings (50 minutes), half semester; fee course; 2 units; enrollment limited to 15

237fs Intermediate Golf
Offers on-course instruction in appropriate shots for various situations. For those with some golf experience. *Dress code for the Orchards Golf Club must be adhered to. No tank or halter tops or denim. Sleeveless tops must have collars and shorts must be no higher than 4 inches above the knee.*
Does not meet a distribution requirement.
R. Bontempo
2 meetings (50 minutes), half semester; equipment provided; fee course; 1 unit; enrollment limited to 10

242fs Intermediate Squash
Reviews stroke techniques, footwork, and basic strategies; introduces more advanced strategies; and shots such as slice serves, cross-court lob returns, reverse boast, and drop shots. Emphasizes consistency in shots,

shot combinations, and a thorough knowledge of the rules.
Does not meet a distribution requirement.
P. Saunders
Prereq. Physical Education 142 or some playing experience; 1 meeting (2 hours), full semester; 2 units; enrollment limited to 10

***245f Intermediate Lacrosse**
Emphasizes defensive techniques and team strategies. For those with some lacrosse experience.
Does not meet a distribution requirement.
M. Hyer
Prereq. Physical Education 145 or permission of instructor; 2 meetings (50 minutes), half semester; 1 unit; enrollment limited to 24

331f High-Intermediate Tennis
Teaches the topspin forehand, slice backhand, slice volley, approach shot, defensive lob, and overhead smash. Emphasizes appropriate shot selection and more advanced strategy.
Does not meet a distribution requirement.
A. Santiago
Prereq. permission of instructor; 2 meetings (75 minutes); half semester; 1 unit; enrollment limited to 16

***342fs High-Intermediate Squash**
Perfects stroke techniques, emphasizes sound court positioning and movement patterns, perfects shot placement, and develops good shot selection. For players with some competitive playing experience.
Does not meet a distribution requirement.
K. Martini (fall), the department (spring)
Prereq. Physical Education 242 or permission of instructor; 2 meetings (50 minutes), half semester; 1 unit

Riding

051fs Beginning Riding: An Introductory Course
Covers safety procedures in handling, grooming, tacking, and control of the horse at the walk, trot, and canter; allows students to develop a half-seat position to prepare for jumping. Special emphasis on horse care and overall stable management. For those with no prior formal riding instruction.
Does not meet a distribution requirement.
R. Sattler, E. Donaldson
1 meeting (110 minutes); fee course; 2 units

052fs Beginning Riding II
Reviews basic position and the proper aids for the walk, and trot. Introduces canter work and jumping position. Emphasizes establishing greater control over the horse.
Does not meet a distribution requirement.
E. Donaldson
2 meetings (50 minutes); fee course; 2 units; enrollment limited to 8

151fs Low-Intermediate Riding
Teaches students to improve control of the horse on the flat and introduces low jumps. Focus on the rider includes developing a stable position, strength, and balance. For riders capable of controlling a horse at the walk, trot, and canter.
Does not meet a distribution requirement.
E. Donaldson, R. Sattler
2 meetings (50 minutes); fee course; 2 units; enrollment limited to 8

251fs Intermediate Riding
Focuses on improving the rider's effective use of the aids to influence the horse and on developing a secure position and balance. For those capable of riding on the flat and over two-foot jumps, while maintaining control of the horse.
Does not meet a distribution requirement.
E. Donaldson, R. Sattler, J. Wilda
2 meetings (50 minutes); fee course; 2 units; enrollment limited to 8

252fs Introduction to Dressage
Teaches riders with a solid mastery of riding at all three gaits and how to begin to put a horse on the bit. Teaches students how to correctly ride the dressage movements required at the lower training levels while focusing on confidence.
Does not meet a distribution requirement.
L. Sattler
Prereq. must be able to walk-trot-canter, permission of instructor; 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 6

351fs High-Intermediate Riding
Emphasizes maintaining proper position and balance at all paces and over more complex courses. Focuses on riding technique to persuasively influence the horse's movements. Riders taking this class should be

capable of jumping a three-foot course and riding more athletic horses.
Does not meet a distribution requirement.
J. Morris, C. Law, the department
Prereq. 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 8

352fs Intermediate Dressage
Teaches riders who have had an introduction to dressage how to gain more confidence and skill, influencing horses in all three gaits and how to correctly ride the dressage movements required at the upper training levels. Riders must be able to put most horses on the bit.
Does not meet a distribution requirement.
P. Pierce, R. Schurink
Prereq. permission of instructor; 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 5

451fs Advanced Riding
Develops the art of communication with the horse for improved harmony through effective use of legs, seat, and hands in dressage and when jumping. Riders taking this course should be capable of jumping a 3'3" to 3'6" course.
Does not meet a distribution requirement.
C. Law, J. Morris
2 meetings (50 minutes); fee course; 2 units; enrollment limited to 8

452fs Advanced Dressage
For experienced dressage riders to improve understanding of straightness, rhythm, obedience, and suppleness. The goal is to improve application of aids through a balanced and effective seat. Riders at this level must have experience riding First Level movements or above.
Does not meet a distribution requirement.
R. Schurink
2 meetings (50 minutes); fee course; 2 units; enrollment limited to 5

***453s Advanced Boarder Flat and Jumping**
Develops the art of communicating with the horse for improved harmony through effective use of legs, seat, and hands in dressage and when jumping. Must have use of your own horse.
Does not meet a distribution requirement.
C. Law
Prereq. must be at Physical Education 451 level and able to jump 3'–3'6" course of fences; 2 meetings (50 minutes); fee course; 2 units

***454fs Advanced Boarder Dressage**
For advanced riders to improve understanding of straightness, rhythm, obedience, and suppleness. The goal is to improve application of the aids through a balanced and effective seat. Students must have use of their own horse.
Does not meet a distribution requirement.
The department
Prereq. at least Physical Education 352 level or permission of instructor; 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 20

455fs Advanced Dressage and Jumping
This course ties the concepts of straightness, rhythm, obedience, and suppleness to technique over fences. Focuses on riders' effectiveness and position in both disciplines. Riders should be comfortable riding a green or unknown horse over a course of 3'3" jumps and capable of riding a first-level dressage test on an unknown horse. Two spots will be reserved for riders without their own horse.
Does not meet a distribution requirement.
P. Pierce
Prereq. permission of instructor; 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 6

458fs Riding Team 051f; 052, 151, 251, 351, 451fs
Team members are required to enroll in one of the above levels of riding. Team members practice on Fridays. Five shows are in the fall, five shows are in the spring. The College is a member of the Intercollegiate Horse Show Association.
Does not meet a distribution requirement.
C. Law
Prereq. permission of instructor; selection by tryouts in fall and spring; 1 unit

459fs Private Dressage Instruction
Private instruction available at any level with permission and arrangement of the instructor only during the first week of classes.
Does not meet a distribution requirement.
C. Law (fall); the department (spring)
10 lessons (50 minutes); fee course; 1 unit; enrollment limited to 2 (fall)

460fs Private Hunter Seat Instruction
Private instruction available at any level with permission and arrangement of the instructor only during the first week of classses.
Does not meet a distribution requirement.
C. Law (fall); the department (spring)
Prereq. permission of instructor; 10 lessons (50 minutes); fee course; 1 unit; enrollment limited to 2 (fall)

461fs Semiprivate Hunter Seat Instruction
Semiprivate instruction available at any level with permission and arrangement of the instructor only during the first week of classes.
Does not meet a distribution requirement.
C. Law (fall); the department (spring)
Prereq. permission of instructor; 10 lessons (50 minutes); fee class; 1 unit; enrollment limited to 2-3

462fs Semiprivate Dressage Instruction
Semiprivate instruction available at any level with permission and arrangement of the instructor only during the first week of classes.
Does not meet a distribution requirement.
C. Law (fall); the department (spring)
Prereq. permission of instructor; 10 lessons (50 minutes); fee course; 1 unit; enrollment limited to 3

Academic Courses

295fs Independent Study
Allows academic credit to be given for academic research projects on issues of sports, exercise, and women's health, done under the supervision of department faculty.
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, or permission of department; 1 to 4 credits

Athletics

401fs Intercollegiate Swimming and Diving Team
Includes eight to ten dual or tri meets. Seven Sisters Tournament, NEWMAC Championship, and the New England Championships. Season runs mid-October through March.
Does not meet a distribution requirement.
D. Allen
Team selection by tryouts; 5 meetings; 2 units

423f Intercollegiate Cross-Country Running Team
Includes five to seven meets. Seven Sisters Invitational Tournament, New England Championships, and NEWMAC Championship.
Does not meet a distribution requirement.
C. Lee
Team selection by tryouts; 5 meetings; 2 units

431fs Intercollegiate Tennis Team
Includes twelve fall and eight spring matches. Seven Sisters Tournament, New England Intercollegiate Tournament, and NEWMAC Competition.
Does not meet a distribution requirement.
A. Santiago
Team selection by tryouts; 5 meetings; 1 unit

432f Intercollegiate Soccer Team
Includes 14-game schedule. NEWMAC Championship.
Does not meet a distribution requirement.
K. Haneishi
Team selection by tryouts; 5 meetings; 2 units

435f Intercollegiate Volleyball Team
Includes 18- to 20-match schedule. Seven Sisters Tournament, Volleyball Hall of Fame Invitational, and NEWMAC Championship.
Does not meet a distribution requirement.
P. Nasseir
Team selection by tryouts; 5 meetings; 2 units

437fs Intercollegiate Golf Team
Includes dual matches, invitational tournaments, Massachusetts and Eastern Intercollegiate Golf Championships.
Does not meet a distribution requirement.
S. Durocher
Team selection by tryouts; 5 meetings; 1 unit

438fs Intercollegiate Basketball Team
Includes 20 games per season. Seven Sisters Tournament and NEWMAC Championship. Season runs from October through March.
Does not meet a distribution requirement.
M. Scecina
Team selection by tryouts; 5 meetings; 2 units

441fs Intercollegiate Crew
Novice squad for first-year rowers and coxswain; varsity squad participation in three fall and seven spring regattas and NEWMAC Championship. ECAC and NCAA National Championship Regattas by invitation annually.
Does not meet a distribution requirement.
J. Friedman
Selection by tryouts beginning the first day of classes in the fall; 5 meetings; 1 unit

442fs Intercollegiate Squash
Includes 14 dual matches played mostly at weekend invitational events. Also Seven Sisters Championship and the Howe Cup National Team Championship at Yale University. Season runs from mid-October to the first weekend in March.
Does not meet a distribution requirement.
P. Saunders
Team selection by tryouts in mid-October; 5 meetings; 2 units

443fs(01) Intercollegiate Indoor Track and Field Team
Includes seven meets. Season begins second week of November and lasts until examinations. Begins formally second Monday in January, runs until second weekend in March.
Does not meet a distribution requirement.
J. Hewitt
Team selection by tryout; 5 meetings; 2 units

443fs(02) Intercollegiate Outdoor Track and Field Team
Includes seven meets. Season begins second week of November and lasts until examinations. Begins formally second Monday in January, runs until second weekend in March.
Does not meet a distribution requirement.
C. Lee
Team selection by tryout; 5 meetings; 2 units

445s Intercollegiate Lacrosse Team
Includes 14-game schedule. Seven Sisters Tournament and NEWMAC Championship.
Does not meet a distribution requirement.
M. Esber
Team selection by tryouts; 5 meetings; 2 units

446f Intercollegiate Field Hockey Team
Includes 18-game schedule. Seven Sisters Tournament and NEWMAC Championship.
Does not meet a distribution requirement.
A. Whitcomb
Team selection by tryouts; 5 meetings; 2 units

Physics

The major and minor in physics are administered by the Department of Physics: Professors Nicholson, Peterson (*chair*), Sutton; Associate Professor Hudgings; Assistant Professor Aidala; Visiting Assistant Professor Tewari; Mount Holyoke Fellow and Visiting Assistant Professor Lopes.

Contact Persons

Cynthia Morrell, s*enior administrative assistant*
Mark Peterson, *chair*

Consulting with a departmental advisor, the student may design her major curriculum for various purposes. She may take the courses necessary to prepare for graduate study in physics or closely related fields (including engineering), or she may plan a program that, together with courses from other disciplines, prepares her for advanced work in medicine, environmental engineering, or other physical sciences or branches of engineering, as well as for secondary school teaching, technical writing, or technical positions in industry. Students interested in geophysics, astrophysics, physical chemistry, and other similar programs can work out special majors in consultation with faculty in the appropriate department.

Requirements for the Major

Credits

- A minimum of 36 credits
- 28 at the 300 level

Courses

Courses required for the major consist of the following or their equivalents:

- Physics 115, Force, Motion, and Energy *and* 216, Waves and Electromagnetism*
- 231, Techniques of Experimental Physics
- 301, Waves and Particles
- 302, Quantum Mechanical Phenomena
- 303, Introduction to Mathematical Methods for Scientists
- 308, Electronics
- 315, Analytical Mechanics
- 325, Electromagnetic Theory
- 326, Statistical Physics and Condensed Matter

*Students who can demonstrate proficiency in one or both of these courses by taking placement exams administered by the department may begin their physics study at the appropriate level but must still complete 36 credits of college-level physics courses for the major.

Other

- At least 4 credits of advanced independent work in physics must be taken. This requirement may be fulfilled by any combination of independent study 295 and 395. For independent study, a student may undertake a project related to the research of a faculty member or, under faculty supervision, a project of her own design.
- Physics majors are also encouraged to take Chemistry 101 and/or 201 (General Chemistry I and II).
- Math 203 (multivariate calculus), Math 211 (linear algebra), and Physics 324, while not required, are recommended for those students planning to take advanced physics courses or to pursue graduate study. Math 302 (complex analysis) and Math 333 (differential equations) are also recommended for students planning to pursue graduate study in physics or engineering.
- Students planning to pursue graduate study in physics are encouraged to take at least one graduate-level course in physics at UMass.

Getting Started in Physics

Entering students considering a major in physics or astronomy are strongly urged to take Physics 115 in the first year. While it is possible to complete the major by taking Physics 115 and 216 as late as the second year, such a program is not recommended because this delay limits the student's opportunities for advanced electives or honors work.

Sample Programs of Study

Courses in italics are required for the major.

Some combination of 295 and 395 totaling at least 4 credits is also required. The recommended programs are based on the assumption that the student will undertake an independent project leading to honors in the fourth year. It is important for students to take mathematics courses which teach the specific skills needed for physics. Both integral and differential calculus are necessary for mathematical manipulation of formulas in the introductory physics courses.

For students beginning physics in the first semester of the first year:

	Semester I	Semester II
Fy	*Physics 115* Math 101	*Physics 216* Math 202
Soph	*Physics 301* *Physics 303*	*Physics 302* *Physics 315*
Jr	*Physics 308* *Physics 325*	Physics 324 *Physics 326*
Sr	Physics 395 Physics elective	Physics 395 Physics elective

For students beginning physics in the second semester of the first year:

	Semester I	Semester II
Fy	Math 101	Math 202 *Physics 115*
Soph	*Physics 216* *Physics 303*	*Physics 315* Physics 295 (or 324)
Jr	*Physics 301* *Physics 308*	*Physics 302* Physics 324 (295, 395, or elective)
Sr	*Physics 325* Physics 395	*Physics 326* Physics 395

For students beginning physics in the first sophomore semester:

	Semester I	Semester II
Fy	Math 101	Math 202
Soph	*Physics 115*	*Physics 216*
Jr	*Physics 301* *Physics 303*	*Physics 302* *Physics 315*
Sr	*Physics 308* *Physics 325* Physics 395	*Physics 326* Physics 395

(Physics 231 should be taken during the junior or senior year; note that Physics 326 and 336 will be offered in alternate years. 326 is required and 336 is recommended. Chemistry 101 or 201 and Math 211 should be taken in Semester I or II of any year.)

Requirements for the Minor

Credits

- A minimum of 16 credits above the 100 level

Courses

Normally, courses for the minor consist of:

- Physics 216 (Physics 115 is a prerequisite)
- Any three of 301, 302, 303, and 308, although other combinations of courses are also possible.

Introductory Courses and Distribution Requirements

Physics 103f–204s is a noncalculus introductory course sequence in physics, appropriate for students in the life sciences and for students with a general, nonprofessional interest in physics and satisfies the physics requirements of medical school.

Physics 115–216 is a calculus-based introductory course sequence in physics, appropriate for students intending to major in a physical science. To major in physics or astronomy, a student must complete Physics 216 by the end of her sophomore year. A student with excellent preparation in physics may take a departmental placement exam to place out of

these introductory courses. Any higher 4-credit physics course will then count for distribution in physics.

Physics 115 and 216 do not cover the full range of topics on the MCAT syllabus; the Physics 103 and 204 sequence has a better coverage of these topics.

Course Offerings

103f Foundations of Physics
This course studies a variety of topics in physics unified by the physical notions of force, energy, and equilibrium, and the mathematical notions of geometry, proportion, and dimensional analysis. Topics include geometrical optics, time, oscillation, statics, elasticity, conservation of energy, and fluids.
Meets Science and Math II-B requirement.
M. Peterson
2 meetings (75 minutes), 1 meeting (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 42

115fs Force, Motion, and Energy
Studies the mechanics of material objects. Topics include Newton's laws, projectile motion, circular motion, momentum, kinetic and potential energy, angular momentum, gravitation, and oscillations. Calculus is used at the level of Calculus I.
Meets Science and Math II-B requirement.
C. Sutton (fall); the department (spring)
4 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 56 (fall), 42 (spring)

204s Phenomena of Physics
This course studies a variety of topics in physics, including thermodynamics, acoustics, wave optics, electricity, magnetism, and nuclear phenomena. As in Physics 103f, the applicable mathematics is geometry, proportion, and dimensional analysis.
Meets Science and Math II-B requirement.
M. Peterson
Prereq. Physics 103 or 115; 2 meetings (75 minutes), l meeting (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 28

216fs Waves and Electromagnetism
Topics include: electromagnetism, emphasizing fields and energy; electrostatics; electric circuits; magnetism; induction; and electromagnetic radiation. Introduces both mechanical and electromagnetic wave phenomena. Additional topics chosen according to the interests of the class and instructor.
Meets Science and Math II-B requirement.
The department
Prereq. Physics 115, Mathematics 202 or concurrent enrollment; 4 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 28

231fs Techniques of Experimental Physics
Provides training in the techniques employed in the construction of scientific equipment.
Does not meet a distribution requirement.
The department
Prereq. soph, jr, major in department; 1 meeting (2 hours) for 3 weeks; 1 credit; enrollment limited to 4

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph; 1 to 4 credits

301f Waves and Particles
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, X-ray and electron diffraction, the wave nature of particles, the uncertainty principle, and Schroedinger's equation in one dimension.
Meets Science and Math II-B requirement.
C. Sutton
Prereq. Physics 216, 303, or concurrent enrollment; 4 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 25

302s Quantum Mechanical Phenomena
This course provides an introduction to quantum mechanics. The Uncertainty Principle, Schroedinger's Equation, and the hydrogen atom are studied in depth, with emphasis on angular momentum, electron spin, and the Pauli Exclusion Principle.

Meets Science and Math II-B requirement.
C. Sutton
Prereq. Physics 301; 4 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 14

303f Introduction to Mathematical Methods for Scientists
Topics include infinite series, complex numbers, partial differentiation, multiple integration, selected topics in linear algebra and vector analysis, ordinary differential equations, and Fourier series.
Does not meet a distribution requirement.
S. Tewari
Prereq. Physics 216 or concurrent enrollment; 4 meetings (50 minutes); 4 credits; enrollment limited to 25

308f Electronics
This course is a study of electrical circuits and components with emphasis on the underlying physical principles; solid-state active devices with applications to simple systems such as linear amplifiers; feedback-controlled instrumentation; and analog and digital computing devices.
Meets Science and Math II-B requirement.
K. Aidala
Prereq. Physics 216; 2 meetings (3 hours—lab and lecture combined), 4 credits; enrollment limited to 12

315s Analytical Mechanics
Newton's great innovation was the description of the world by differential equations, the beginning of physics as we know it. This course studies Newtonian mechanics for a point particle in 1, 2, and 3 dimensions, systems of particles, rigid bodies, and the Lagrangian and Hamiltonian formulations.
Does not meet a distribution requirement.
The department
Prereq. Physics 303; 4 meetings (50 minutes); 4 credits; enrollment limited to 25

324s Methods of Applied Mathematics
(Same as Mathematics 324s) This course is an introduction to theories and techniques important to applied mathematics. Topics include special functions, calculus of variations, theory of functions of a complex variable, solution of partial differential equations, integral transform methods, and Green's functions. While the focus of the course is on analytical techniques, we will develop numerical approaches to problem solving.
Does not meet a distribution requirement.
The department
Prereq. Physics 216, 303; 4 meetings (50 minutes); 4 credits; enrollment limited to 25

325f Electromagnetic Theory
This course presents the development of mathematical descriptions of electric and magnetic fields; study of interactions of fields with matter in static and dynamic situations; mathematical description of waves; and development of Maxwell's equations with a few applications to the reflection and refraction of light and microwave cavities.
Does not meet a distribution requirement.
W. Lopes
Prereq. Physics 301, 315, or 324; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits; enrollment limited to 25

***326s Statistical Mechanics and Thermodynamics**
This course presents thermodynamic and statistical descriptions of many-particle systems. Topics include classical and quantum ideal gases with applications to paramagnetism; black-body radiation; Bose-Einstein condensation; and the Einstein and Debye solid; the specific heat of solids.
Does not meet a distribution requirement.
The department
Prereq. Physics 301; 3 meetings (50 minutes); 4 credits; enrollment limited to 25
Physics 326 or 336 offered in alternating years.

329s Topics in Advanced Physics
Topics chosen according to the interests of the students and the instructor.

Spring 2008: TBA
Prereq. will depend on the subject being discussed for this semester; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

336s Quantum Mechanics
This course is an introduction to formal quantum theory: the wave function and its interpretation, observables and linear operators, matrix mechanics and the uncertainty principle; solutions of one-dimensional problems; solutions of three-dimensional problems and angular momentum; physics and perturbative methods.
Does not meet a distribution requirement.
The department
Prereq. Physics 302, 324 or 325; 3 meetings (50 minutes); 4 credits; enrollment limited to 25
Physics 326 or 336 offered in alternating years.

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of department; 1 to 8 credits

Politics

The major and minor in politics are administered by the Department of Politics: Professors Amy, Cocks, Ferraro, Gill, Khory, Pyle, Stewart; Associate Professor Smith; Assistant Professor Chen; Visiting Associate Professor Fox (complex organizations); Visiting Instructors Wolfe, Zuckerwise.

Contact Persons

Patricia Ware, *senior administrative assistant*
TBA, *chair*

Requirements for the Major

Credits

- A minimum of 32 credits

Courses

- One course must be taken in each of the following four subfields:
  American politics:
  - Politics 104, American Politics
  - Complex Organizations 204, Poverty in the United States
  - Politics 207, Women and the Law
  - Politics 210, Minorities and the Law
  - Complex Organizations 220, Winners and Losers: Taxation, Social Justice, and Economic Choices
  - Politics 235, Constitutional Law: The Federal System
  - Politics 236, Civil Liberties
  - Politics 244, Urban Politics and Policies
  - Politics 245, Policy Making in America: Congress and the Bureaucracy
  - Politics 246, American Political Thought
  - Politics 250, Politics of Black Urban Reform
  - Politics 266, Environmental Politics in America

  Comparative politics:
  - Politics 106, Comparative Politics
  - Politics 117, Globalization and Its Discontents
  - Politics 208, Chinese Politics
  - Politics 213, African Political Systems
  - Politics 228, East Asian Politics
  - Politics 237, European Politics

  International politics:
  - Politics 116, World Politics
  - Politics 240, International Political Economy
  - Politics 247, International Law
  - International Relations 270, American Foreign Policy

  Political theory:
  - Politics 101, Fundamentals of Politics
  - Politics 111, Self and Political Thought
  - Politics 211, Ancient and Medieval Political Thought
  - Politics 212, Modern Political Thought
  - Politics 221, Marx and Marxism
  - Politics 233, Invitation to Feminist Theory
  - Critical Social Thought 250, Introduction to Critical Social Thought (when taught by Professor Cocks)
- Three courses (12 credits) at the 300 level, which must normally be taken at Mount Holyoke College. No more than 4 credits of 395 may be counted toward this requirement of three courses at the 300 level.
- A single course at the 200 level offered at Mount Holyoke can be taken at the 300 level with the instructor's permission, provided the student has already taken 8 credits in politics, and provided the instructor and student agree upon additional work.

Requirements for the Minor

Credits

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

Courses

- These courses must span at least two of the department's four subfields: American politics; comparative politics; international politics; political theory.

Other

- Students must obtain the approval of the department chair at the time they register for their next-to-last semester.

Teacher Licensure

Students interested in pursuing licensure in the field of politics can combine their course work in politics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of politics, please consult your advisor or the chair of the politics department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the politics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Course Offerings

***101fs Fundamentals of Politics: Concepts and Controversies**
(Writing-intensive course) This course examines three contrasting conceptions of freedom and of what threatens or denies or enhances freedom, in light of selective controversies in American politics and society. We explore concepts related to "freedom," such as "community," "equality," and "the common good"; and we acquaint ourselves with competing political perspectives on contemporary America. We also consider some pressing issues, such as the role of government and the future of public goods; the social limits to economic growth; the character and ramifications of economic inequality; racial, ethnic, and gender discrimination; and affirmative action.
Meets Social Sciences III-A requirement.
S. Ellenburg
2 meetings (75 minutes); conducted in small sections, with students submitting short essays throughout the semester; 4 credits

104fs American Politics
Offers an overview of the American political system and the theories of those who celebrate it and criticize it. Focuses on the institutions of American politics, including the Constitution, the presidency, Congress, the courts, parties and elections, interest groups, and movements seeking political change. Also includes a theoretical focus: a critical examination of the notions of liberalism, pluralism, and democracy that inform the practice of American politics.
Meets Social Sciences III-A requirement.
C. Pyle, the department (fall); D. Amy (spring)
2 meetings (75 minutes); 4 credits; enrollment limited to 25

106f Comparative Politics
(Writing-intensive course) Introduces the study of comparative politics, with particular focus on democratization, economic development, globalization, states, and civil society. Comparison of political institutions, parties, gender systems, and national and ethnic conflicts. Relevant case studies.
Meets Social Sciences III-A requirement.
P. Gill
2 meetings (75 minutes); 4 credits; enrollment limited to 25

***111f Confessions, Novels, and Notebooks: The Self and Political Thought**
(First-year seminar; writing-intensive course) What is the relationship between personal experience and political theory? How do political thinkers grasp and articulate the connections between self and political order? Our first-year seminar will probe the links between heart and mind in political

philosophy by exploring the lives and writings of three illustrative figures who together span the history of political thought. This coming year those figures will be Saint Augustine, Jean-Jacques Rousseau, and Simone de Beauvoir.
Meets Social Sciences III-A requirement.
J. Cocks
2 meetings; 4 credits; enrollment limited to 20

112f Speaking and Arguing: The Rhetoric of Peace and War
(Speaking-intensive course) The art and mechanics of persuading a polity to support either war or peace through oral argument. How speeches frame issues, mobilize public opinion, and persuade individuals to support or resist decisions to go to war. Students will be expected to deliver speeches, lead discussions, and critique their own and others' presentations.
Meets Social Sciences III-A requirement.
V. Ferraro
Prereq. limited to first-year students; 3 meetings (50 minutes); 4 credits; enrollment limited to 15

116fs World Politics
This course is a survey of contending approaches to the study of conflict and cooperation in world politics. Examines key concepts—including balance of power, imperialism, collective security, deterrence, and interdependence—with historical examples ranging from the Peloponnesian War to the post-cold war world. Analyzes the emerging world order.
Meets Social Sciences III-A requirement.
V. Ferraro, K. Khory (fall); V. Ferraro, K. Khory (spring)
2 meetings (75 minutes); 4 credits; enrollment limited to 45

117f Globalization and Its Discontents
(First-year seminar; writing-intensive course) What is the world coming to? Is globalization expanding global trade, new information technology, an emerging global culture, and spreading democratization, as its supporters claim? Or is it a new form of first-world imperialism deepening inequality, undermining genuine democratic politics, and escalating the environmental crisis? Intensive writing and discussion.
Meets Social Sciences III-A requirement.
P. Gill
Prereq. fy or permission of instructor; 3 meetings (50 minutes); 4 credits; enrollment limited to 17

207s Women and the Law
This course is an assessment, in terms of political power, of how the legal order impinges on women in American society, with an examination of the legal rights of women in a number of areas of substantive law: equal opportunity in education, employment, and credit; selected aspects of the law governing marital status, the family, and property.
Meets Social Sciences III-A requirement.
W. Stewart
2 meetings (75 minutes); 4 credits

208s Chinese Politics
This course examines the politics of contemporary China. Beginning with an assessment of the origins of the Chinese Revolution, the course then examines core institutions and events in the People's Republic, including the Great Leap Forward, Cultural Revolution, post-Mao reforms, and the Tiananmen Incident. In addition, the course analyzes the changing nature of state-society relations, the emergence of new social and political identities, and China's role in the international arena.
Meets Social Sciences III-A requirement.
C. Chen
Prereq. Politics 106 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

209f Russian Politics
(See Russian and Eurasian Studies 240f)

***210s Minorities and the Law**
Focuses on the interrelationship of law and the distribution of political power as they impinge on members of disadvantaged ethnic and racial minorities. Examines the legal status of Native Americans, African Americans, Chinese, Japanese, and Latino/Hispanic groups in historical perspective, together with the impact of ethnic and racial stratification on the contemporary exercise of police and the operation of jails as social institutions. Assesses the contemporary

status of minority groups under the U.S. Constitution in the areas of "equal protection" and "due process," and legislation purporting to eliminate racial discrimination in housing, banking, and employment.
Meets multicultural requirement; meets Social Sciences III-A requirement.
W. Stewart
Prereq. soph, jr, sr, or fy with permission of instructor; 2 meetings (75 minutes); 4 credits

211s Ancient and Medieval Political Thought
(Writing-intensive course) Through the writings of thinkers such as Sophocles, Plato, Aristotle, Thucydides, and Plutarch we will explore the broad themes of ancient political thought. Recurring issues include the obligation to obey and disobey, tyrannicide, the role that different kinds of knowledge or reason ought to play in politics, distributive justice, who ought to rule and who ought not to rule, alternative classifications of political societies, and the uses of arguments by analogy in politics.
Meets Social Sciences III-A requirement.
J. Wolfe
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

212s Modern Political Thought
(Writing-intensive course) The political writings of Hobbes, Locke, Mill, Rousseau, Burke, Hegel, and Marx in the context of a sustained critique of liberal individualism (natural rights and utilitarianism) and an examination of radical egalitarian, conservative, and revolutionary alternatives. Recurring issues include law and liberty, the fragility of the good life, "human nature" arguments in politics, contrasting understandings or justifications of "private" property, and the claims by Hobbes, Rousseau, Hegel, and Marx, after having dismissed all predecessors as mistaken or superficial or both, to have refounded and then completed the enterprise of political theory.
Meets Social Sciences III-A requirement.
J. Cocks
Prereq. soph, jr, sr, or fy with permission of instructor; 2 meetings (75 minutes); 4 credits

213f African Political Systems
Offers a comparative study of selected political systems, emphasizing political conflict in southern Africa. Examines African participation in regional and universal international organizations.
Meets multicultural requirement; meets Social Sciences III-A requirement.
W. Stewart
Prereq. soph, jr, sr, or fy with permission of instructor; 2 meetings (75 minutes); 4 credits

***221f Marx and Marxism**
On theoretical and practical questions at the heart of the nineteenth- and early twentieth-century Marxist tradition. These questions include the master/slave relation, the movement of history, the inner logic of capital, alienation and mystification, and the making of the revolutionary subject. While focusing on Marx's own writings, we also inspect Marx's intellectual debt to Hegel, as well as Lenin's and Luxemburg's intellectual and political debt to Marx.
Meets Social Sciences III-A requirement.
J. Cocks
Prereq. soph, jr, sr, or fy with permission of instructor; 2 meetings (75 minutes); 4 credits

225f Winners and Losers: Taxation, Social Justice, and Economic Choices
Meets Social Sciences III-A requirement.
J. Fox
4 credits; enrollment limited to 20

228f East Asian Politics
This course examines the dramatic rise of East Asia in the post-World War II period in comparative perspective. The focus will be on understanding the process and consequences of rapid development in Japan, Korea, Taiwan, and China. Assesses the strengths and weaknesses of the "East Asian model of development" and explores how different developmental experiences and policies affect state-society relations, social and political identities, and prospects for peace and cooperation throughout the region.
Meets Social Sciences III-A requirement.
C. Chen
Prereq. jr, sr, Politics 106 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

233f Invitation to Feminist Theory
(Same as Gender Studies 221) This course explores the overlapping dualities of the feminine and the masculine, the private and the public, the home and the world. We examine different forms of power over the body; the ways gender and sexual identities reinforce or challenge the established order; and the cultural determinants of "women's emancipation." We emphasize the politics of feminism, dealing with themes that include culture, democracy, and the particularly political role of theory and on theoretical attempts to grasp the complex ties and tensions between sex, gender, and power.
Meets Social Sciences III-A requirement.
L. Zuckerwise
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

235f Constitutional Law: The Federal System
This course presents the effect of U.S. constitutional law on the distribution of power. Topics include judicial review and congressional control of court jurisdiction; the rise of federal regulation of the economy; and the relative powers of the president, Congress, and the courts in national emergencies, foreign relations, and war. Case method.
Meets Social Sciences III-A requirement.
C. Pyle
Prereq. Politics 104; 2 meetings (75 minutes); 4 credits

236s Civil Liberties
This course presents 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, and others; and freedom of expression. Emphasis on the appropriateness of different methods of interpreting law.
Meets Social Sciences III-A requirement.
C. Pyle
Prereq. Politics 104; 2 meetings (75 minutes); 4 credits

***237f European Politics**
(Writing-intensive course) This course explores domestic, regional, and international political issues in contemporary Europe, including an introduction to political institutions, political participation, and public policy in several European states. Special attention to the European and democratic transformation in Central Europe.
Meets Social Sciences III-A requirement.
P. Gill
Prereq. 4 credits in department, Politics 106 recommended; 2 meetings (75 minutes); 4 credits

***244f Urban Politics and Policies**
This course examines the political character of contemporary American cities, giving particular attention to the relationship between urban politics and policy making. The course investigates the historical, structural, and ideological factors—economic development, race, ethnicity, gender, governmental forms, federal aid, pluralism—that constrain policy making and shape the sharing and contesting of urban space. Case studies demonstrate the interplay of political and economic factors in urban development.
Meets Social Sciences III-A requirement.
P. Smith
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

***245s Policy Making in America: Congress and the Bureaucracy**
This course examines power, politics, and policy making in both Congress and the federal bureaucracy. The section on Congress focuses on such questions as the following: How is policy made in Congress? Are there political biases in congressional procedures? Which political groups exert the most influence? How? In the section on bureaucracy, we consider such questions as the following: Why is there so much bureaucracy in the modern state? How do administrators make decisions? What are the sources of bureaucratic power? What is an "iron triangle?" Can bureaucracies be made more responsive and democratic?
Meets Social Sciences III-A requirement.
D. Amy
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

246s American Political Thought
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.
Meets Social Sciences III-A requirement.
C. Pyle
Prereq. Politics 104, or History 170, 171, or 270, or permission of instructor; 2 meetings (75 minutes); 4 credits

247f International Law
This course presents international norms and institutions for regulating conflict, including civil strife, promoting economic well-being, protecting human rights, exploring and using outer space, and controlling exploitation and pollution of the oceans. International agreements, problems of lawmaking, interpretation, and compliance; nationality and the status of foreigners and their investments; the principle of self-determination. Interests of postcolonial states as they impinge on the international legal order.
Meets Social Sciences III-A requirement.
W. Stewart
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

***250f Black Urban Reform**
Examines how African Americans have shaped, and been shaped by, the modern American metropolis. Explores the impact of migration, residential segregation, changing economic conditions, and political incorporation on black urban life chances. Investigates the efforts of African Americans to deal with cities through organizations, movements, and traditions of black reform.
Meets multicultural requirement; meets Social Sciences III-A requirement.
P. Smith
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

***251s Black and Latino Politics**
(Community-based learning course) This course will focus on the ways African American and Latino politics are structured and practiced in the United States in the context of a changing political economy since World War II and the emergence of political conservatism. Our central concerns include: the obstacles and potential successes of political alliances between Latinos and African Americans; varying forms of political participation involving, for example, labor and community organizing, electoral politics, and social movements.
Meets multicultural requirement; meets Social Sciences III-A requirement.
P. Smith, A. Lao-Montes
Prereq. 4 credits in American politics or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***252f Topics in Urban Studies**
This course draws on both historical and contemporary sources to address critical issues and problems facing cities. Topics are organized around the following questions: How have cities come to take their shape and character over time? How are economic and social inequalities mapped onto the urban landscape? How are differences of race, class, and gender negotiated through urban institutions and community struggles? Assignments for the course will utilize empirical data to explore conflict and change in a local city through different historical periods. This course will be taught simultaneously at two campuses. Students will be taught alternately by faculty from both institutions.
Meets Social Sciences III-A requirement.
P. Smith
Prereq. soph, jr, sr, introductory course in American history or social sciences or permission of instructor; 2 meetings (75 minutes); 4 credits

***256s The International Protection of the Environment**
The politics of the transnational regulation of the environment—domestic linkages of international efforts by states and international governmental and nongovernmental organizations. The relationship between

environmental protection and sustainable development and its rationale—the impact of an increasingly globalized economy upon the environment.
Meets Social Sciences III-A requirement.
W. Stewart
Prereq. Politics 116; 2 meetings (75 minutes); 4 credits

266f Environmental Politics in America
This course offers a critical investigation of the questions of power, politics, and principles surrounding environmental issues in the United States. Topics include a history of U.S. environmental policy and an analysis of the workings of our major environmental policy-making institutions: Congress, the executive branch, the courts, and private corporations. A variety of approaches to environmental activism are also examined, including mainstream environmentalism, grassroots activism, and deep ecology.
Meets Social Sciences III-A requirement.
D. Amy
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***274s South Asian Politics**
A comparative study of the governments and politics of the region. Consideration of the history, social structure, and cultural heritage of the region establishes the context for understanding the political framework of the seven South Asian states. Each faces critical problems of nation and state building, political participation, economic development, and resource distribution. Although the emphasis is on political and economic development within these states, we also examine regional relations and the involvement of outside powers in regional affairs.
Meets multicultural requirement; meets Social Sciences III-A requirement.
K. Khory
2 meetings (75 minutes); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, permission of department and instructor; 1 to 4 credits

300f The New Democracies
(Taught in English; see Russian and Eurasian Studies 313f)

313s The Politics of Poverty
This course is an analysis of economic inequality in America and an exploration of the power relationships, interests, and ideological conflicts surrounding this problem. Topics include the distribution of income and wealth in the United States; the relationship of poverty to race, sex, and class divisions; conservative, liberal, and progressive perspectives on poverty and poverty policy.
Meets Social Sciences III-A requirement.
D. Amy
Prereq. jr, sr, 8 credits in department including Politics 101 or 104, and permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

***331s Law, Liberty, and Political Obligation**
This seminar in contemporary Anglo-American legal and political thought focuses on contending schools of legal thought and their critics. Topics include legal positivism (H. L. A. Hart); law and moral principle (R. Dworkin), critical legal studies (M. Kelman, E. Mensch, and D. Kairys); feminist jurisprudence (M. Minow, C. MacKinnon, and R. West); critical race theory (C. Lawrence and M. Matsuda); and law and economics (R. Posner). Attention to controversies involving the nature of law; what actions should be criminalized; judicial discretion; justifications of punishment and the death penalty; affirmative action; campus speech codes; and the relationship, if any, between law and justice.
Meets Social Sciences III-A requirement.
S. Ellenburg
Prereq. jr, sr, 8 credits in politics or philosophy, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

332f Seminar on Electoral Systems
This course examines the American electoral system, analyzes its strengths and weaknesses, and considers whether alternative systems used in other democracies are superior. Can American elections be made fairer, more representative, and more democratic? Can voting become a more meaningful and effective political act? Among the topics: theories of representation, campaign finance, winner-take-all vs. proportional voting

systems, gerrymandering, and representation of women and racial minorities.
Meets Social Sciences III-A requirement.
D. Amy
Prereq. jr, sr, 8 credits in department including Politics 104; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

333f Cultural Politics
This course looks at key intersections of culture and power. Drawing on novelists, essayists, and theorists, we probe the cultural aspects of nationalist revolts, the situation of diaspora populations, the making of postcolonial subjects, the class significance of aesthetic style and taste, the paradoxes of particularism and universalism, and the repressive and creative tensions between dominant and marginal groups.
Meets Social Sciences III-A requirement.
J. Cocks
Prereq. jr, sr, permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

***343s The Intellectual and Politics**
Radical Ecology
Human beings appear to be the first species to knowingly destroy their own ecological niche. Many thinkers have tried to understand what this might mean about humans, nature, and the planet and have proposed social, economic, and political solutions to the environmental crisis. We will discuss several approaches, such as radical green politics, ecopsychology, ecofeminism, ecosocialism, new cosmologies, and eco spiritualities.
Meets Social Sciences III-A requirement.
P. Gill
Prereq. jr, sr, 8 credits in department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

***345s Memories of Overdevelopment**
On unsettling features of modern and late modern society. These include the preeminence of the city over the country, the pursuit of infinite economic growth, the restless transformation of the landscape, the anonymity of power, the unmooring of the individual, the triumph of a culture of commodity fetishism, and the erosion of public space. We assess critical theories of the modern age as well as practical efforts to change its course.
Meets Social Sciences III-A requirement.
J. Cocks
Prereq. jr, sr, permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

***346s Seminar in Public Policy**
The purpose of this course is to develop the ability to analyze, choose, and promote public policies—the practical political skills that are essential to effective citizenship. Students work in teams on an assigned policy problem, analyzing it and determining the best solution. A large amount of class participation—both oral and written—is expected of all students.
Meets Social Sciences III-A requirement.
D. Amy
Prereq. jr, sr, 8 credits in department and permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

***347f Race and Urban Political Economy**
Examines the relationship between a changing economic structure, urban administrations, and communal resistance in minority urban politics. Topics include the place of cities in global economic restructuring, the representation and power of blacks, Asians, and Latinos/Hispanics in governing coalitions, and the response of minority and community organizations to both structural possibilities and constraints of the new urban political economy.
Meets multicultural requirement; meets Social Sciences III-A requirement.
P. Smith
Prereq. Politics 244, 250, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

***348s Colloquium in Politics: Community Development**
(Community-based learning course) The course engages students in the theories, debates, and strategies regarding the revitalization of inner-city communities. Examines what roles business, government, and nonprofit, community-based organizations (the "third sector") play in developing "blighted" neighborhoods. Topics include economic development, affordable housing, equal and accessible social services, and

political empowerment. Features speakers from related fields of community development. Students conduct research projects generated by community-based organizations in Holyoke and Springfield. Focuses on helping students integrate knowledge derived from class discussions, speakers, and their research experience.
Meets Social Sciences III-A requirement.
P. Smith
Prereq. jr, sr, 8 credits in politics including one of Politics 244, 250, or 347, and permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

349s International Organization
This course is the study of the United Nations system and regional organizations, including the European Communities, the Organization of African Unity, and the Organization of American States, with a view to ascertaining their contribution to the international political order and the impact on these organizations of international interdependencies in such fields as ecology, economics, and technology.
Meets Social Sciences III-A requirement.
W. Stewart
Prereq. jr, sr, Politics 116 or 247; 1 meeting (2 hours, 50 minutes); 4 credits

353f The Politics of Work
This seminar explores the contentious relationship between work and politics. The focus will be on workplace dynamics and how technological change, gender, methods of labor organization, and management philosophy affect the way in which authority is structured and perpetuated. The experiences of such regions as the United States, Japan, and China will also be used to shed light on the future of labor and work in an age of increasing globalization.
Meets Social Sciences III-A requirement.
C. Chen
Prereq. jr, sr, 8 credits in department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

366f International Migration
(Speaking- and writing-intensive course)
This course examines migration and transnational processes from a comparative perspective. It focuses on the relationship between globalization and international migration, with special attention to transnational networks and diaspora politics. We will explore major theories, forms, and patterns of migration in global politics; the involvement of diaspora organizations in the politics of host and home states; and the implications of migration and refugee flows for state sovereignty, national identity, and citizenship. We will conclude by analyzing the key debates and framing of immigration policies and models of citizenship in Europe and the United States.
Meets Social Sciences III-A requirement.
K. Khory
Prereq. jr, sr, 8 credits in department; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

***367s Decision Making**
On decision making, and the pathologies of decision making, in American politics. When, and to what extent, can we say that a particular policy decision is the result of rational choice, institutional processes, pluralistic pressures, or other forces? When are individual or collective decisions likely to be marred by "groupthink," selective attention, or self-deception? To what extent, if at all, may collective decisions be considered rational or moral? When are challenges to authority, or to dominant opinion, likely to make a difference?
Meets Social Sciences III-A requirement.
C. Pyle
Prereq. Politics 104, 245, 246, or permission of instructor, 2 meetings (75 minutes); 4 credits

***371s Seminar on Anarchism**
Classics of anarchos ("without a ruler") literature selected from among Proudhon, Bakunin, Kropotkin, Tolstoy, Goldman, Berkman, and others; anarchists' autobiographies; anarchists confront Marxists, in speech and on battlefields; revolutionary ideology and the justification or rejection of political violence; varieties of anarchist justice; "Seattle" and after.
Meets Social Sciences III-A requirement.
S. Ellenburg
Prereq. jr, sr, 8 credits in politics or history or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

***379fs Topics in European Politics**
Europe and the European Union
(Writing-intensive course) A research seminar. Europeans of both west and east are intensifying their efforts to broaden and deepen European integration at the same time that there has been a startling revival of ethnic conflict and nationalist agendas. Voters in Scotland and Wales elect their own parliaments while civil wars rage in the Balkans; Central Europeans struggle to solidify democratic nation-states in a global environment where some claim the nation-state may soon be obsolete. How are these centrifugal and centripetal forces interrelated?
Meets Social Sciences III-A requirement.
P. Gill
Prereq. 8 credits in politics, including Politics 106, 237, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

380s The Politics of Ethnic Conflict
This seminar explores the dimensions of ethnic conflict in severely divided societies. We examine the nature of ethnic identity, the sources of group conflict, and the forms and patterns of group conflict. Case studies are selected for their contemporary importance and the different lessons that can be learned from them. A variety of approaches to address ethnic conflict is assessed. Students have the opportunity to concentrate independently on problems or cases in which they may have a special interest.
Meets multicultural requirement; meets Social Sciences III-A requirement.
K. Khory
Prereq. jr, sr, 8 credits in department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

385s International Security
This course focuses on the recasting of global security concerns after the end of the cold war. It pays special attention to the problems of economic and ecological security; the relationship between security and democracy; ethnic, nationalist, and regional conflicts; weapons proliferation; and the role of nuclear weapons in the post-cold war world. The course concludes with an examination of specific initiatives for achieving both common and comprehensive security.
Meets Social Sciences III-A requirement.
K. Khory
Prereq. jr, sr, 8 credits in department including Politics 116; 1 meeting (2 hours, 50 minutes); 4 credits

388s Post-Communist Transitions
This seminar examines and analyzes the dramatic transformation of former Leninist regimes—specifically, Russia, Eastern Europe, and China—in historical and comparative perspective. Focuses on understanding why Leninism imploded, and the challenges confronting nations making a "transition from socialism." Assesses the impact and consequences of the Leninist legacy on economic and political institutions, and state-society relations, and the definition of national identity and community.
Meets Social Sciences III-A requirement.
C. Chen
Prereq. jr, sr, 8 credits in department, 106 recommended, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

391fs Contemporary Political Ideas
Fall 2007: Good and Evil
This course explores such contested political concepts as liberalism, democracy, power, freedom, identity, alienation, civil society, and the public sphere—as those concepts have been interpreted by diverse currents of twentieth-century thought. Each year the course is taught, we will highlight a different conceptual theme. This semester we will focus on the ideas of good and evil.
Meets Social Sciences III-A requirement.
S. Rudy
Prereq. jr, sr, 8 credits in department or in critical social thought; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

Spring 2008: The Idea of the Citizen and the Foreigner
This course explores such contested political concepts as liberalism, democracy, power, freedom, identity, alienation, civil society, and the public sphere—as those concepts have been interpreted by diverse currents of twentieth-century thought. Each year the

course is taught, we will highlight a different conceptual theme. This semester we will examine the idea of the citizen and the foreigner.
Meets Social Sciences III-A requirement.
J. Cocks
Prereq. jr, sr, 8 credits in department or in critical social thought; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

***392s Portraits of Political Thinkers**
This course explores the lives, affiliations, and ideas of one or two political thinkers who have made a special contribution to the self-understanding of our age. We will study Hannah Arendt and Edward Said, two controversial figures who, from contrasting vantage points, write on anti-Semitism and orientalism, imperialism and nationalism; geographical and intellectual exile; and Zionism and Palestinian self-determination.
Meets Social Sciences III-A requirement.
J. Cocks
Prereq. jr, sr, 8 credits in department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of department and instructor; 1 to 8 credits

***398f The Rwanda Genocide in Comparative Perspective**
The 1994 genocide in Rwanda caused untold human suffering, left more than half a million dead, and reverberated throughout the Central African region. This course explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the twentieth century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice in the aftermath of conflict. Consideration of theories of genocide, and comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and Sierra Leone.
Meets Social Sciences III-A requirement.
C. Newbury
Prereq. jr, sr, 8 credits in department; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

Related Courses in Other Departments

Available for credit in politics. See department listings for course descriptions.

International Relations

211 Middle East Politics
222 The United States, Israel, and the Arabs
224 The United States and Iran
225 Resource Scarcities, Global Environmental Perils, and World Politics
311 Problems of International Peace and Security
317 U.S. Foreign Policy and Regional Conflict
319 The United States and the Promotion of Democracy and Human Rights
323 Comparative Politics of the Middle East
333 Just War and Jihad: Comparative Ethics of War and Peace
341 Political Islam
342 Comparative Politics of North Africa
365 Ethics and International Relations

Russian and Eurasian Studies

131 An Introduction to the Peoples and Cultures in Russia and Eurasia
240 Russia: From Communism to Capitalism
241 Russia and the West
242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment
243 Terrorism: Russia as Its Cradle
313 The New Democracies
316 Foreigners Within, Foreigners Without: Europe and Its New Neighbors (Seminar)
330 Nationalism
350 Revolutions

Psychology

The major and minor in psychology are administered by the Department of Psychology and Education: Professors Cohen, Deutsch, Hollis, Hornstein, Millard, Ramsey (*chair*), Shilkret; Associate Professors Binder, Lawrence, Packard; Assistant Professors Douglas, Valle; Lecturer C. Morrow; Visiting Associate Professor Romney; Visiting Assistant Professor Leyva.

Contact Persons

Janet Crosby, *senior administrative assistant*
Patricia Ramsey, *chair*

Requirements for the Major

Students interested in the field of psychology (as well as the fields of education or neuroscience and behavior) begin their program by taking a 100-level course in psychology.

Credits

- A minimum of 32 credits
- At least 12 credits at the 300 level; only one 4-credit Psychology 395 project (see below for description of project) can count toward this 12-credit, 300-level requirement.

Courses

- 100-level course in psychology
- 200, Research Methods in Psychology, *and*
- 201, Statistics
- Two laboratory courses at the 300 level. The laboratory requirement may be satisfied in either of two ways:

  1) By electing two courses among:
  - Psychology 310, Laboratory: Research Methods in Social Psychology
  - 323, Laboratory in Personality Research: Qualitative Methods
  - 324, Laboratory in Personality Research: Quantitative Methods
  - 325, Laboratory in Psychological Assessment
  - 330, Laboratory in Developmental Psychology
  - 331, Laboratory in Early Social and Personality Development
  - 340, Laboratory in Perception and Cognition
  - 350, Laboratory in Behavioral Neuroscience
  - 351, Laboratory in Animal Learning and Animal Behavior
  - 352, Laboratory in Sensory Psychology

  or

  2) By electing one course from the above list plus completing an independent research project:
  - The project must include analysis of data (e.g., quantitative, qualitative, archival, biographical) using any empirical method (e.g., experiment, case study, interview) and must be presented orally to the department at the end of the semester.
  - This option requires a minimum of 4 credits of Psychology 395.
- All majors must take courses in at least four of the five areas of the psychology curriculum: A) social psychology; B) personality and abnormal psychology; C) developmental and educational psychology; D) perception, cognition, and language; and E) biological bases of behavior. The courses may be at either the 200 or the 300 level. Psychology 295 and 395, Independent Studies, will *not* be counted as one of the five areas of psychology.

Other

- There are many opportunities for students in psychology to work on an individual basis with faculty on original research (see 295, 395). Students are encouraged to discuss this option with any member of the department.
- Students who expect to do graduate work in psychology should consult with their advisors or with members of the department regarding their program within the

department as well as election of related courses from other departments.
- Declaration of major forms should be signed by the department's administrative assistant.

Requirements for the Minor

Credits

- A minimum of 16 credits beyond the 100 level

Courses

- Psychology 200, Research Methods in Psychology
- Psychology 201, Statistics
- Two other courses at either the 200 or the 300 level, one from curriculum areas A–C (social psychology; personality and abnormal psychology; and developmental and educational psychology) and one from curriculum areas D–E (perception, cognition, and language; and biological bases of behavior)

Course Offerings

General Psychology

101fs Introduction to Psychology: A Biological Perspective
How do we remember and why do we forget? Can we inherit schizophrenia? How does stress affect health? In what ways does learning affect our emotions? Why are we fearful of some situations and not others? This course addresses such questions from an interdisciplinary, biological perspective to understand what scientists have discovered about mind, brain, and behavior.
Meets Social Sciences III-A requirement.
K. Hollis
2 meetings (75 minutes) plus fourth hour; 4 credits

110f Introductory Seminars in Psychology

Fall 2007

110f(01) Brain/Mind
(First-year seminar; writing-intensive course) What is the relationship between brain activity and how we think, feel, perceive, remember, and communicate? How does the brain contribute to our development as unique individuals? How does subjective experience shape the structure and activity of our brains? In approaching these questions we will bridge the perspectives of psychoanalysis and neuroscience. We will explore how the brain works; the role of conscious and unconscious processes in determining our behavior; and the effects of traumatic injury to the brain.
Meets Social Sciences III-A requirement.
J. Cohen
Prereq. fy or permission of instructor, 4 sophomores allowed; 2 meetings (75 minutes) plus fourth hour; 4 credits; enrollment limited to 12

**110f(03) First Love: Attachment Theory and Research*
(First-year seminar; writing-intensive course) The relationship with the infant's primary caretaker, usually the mother, develops in a complex way during the first year after birth. We will study what is now known about this relationship, parallels in other animals, variations in the mother-child relationship in early life. The importance of this first love for later development in childhood, adolescence, and adult life will be studied. Students will give class presentations.
Meets Social Sciences III-A requirement.
The department
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

Spring 2008

110s(01) Psychological Controversies
(First-year seminar; speaking-intensive course) Are there racial differences in intelligence? Is madness rooted in faulty biology? Do women's personalities differ from men's? Is violence innate or learned? We will consider a range of controversies (both historical and contemporary) concerning key psychological issues, exploring the arguments and evidence offered by proponents of each side. Oral presentations and short papers will foster critical reading of primary and secondary source materials and highlight the social contexts of debates within psychology.
Meets Social Sciences III-A requirement.
G. Hornstein

Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

110s(02) Families, Groups and Organizations: An Introduction to System Thinking
(First-year seminar; writing-intensive course) If psychology is the study of the mind, how do we understand what happens when individuals get together? Do we then simply have a collection of human minds and a laundry list of human behaviors and feelings? Or does something more complex happen when individuals gather together in groups? This course will introduce students to the fundamentals of group dynamics, family systems, and organizational psychology. We will discuss, read, and write about the psychology of larger systems, and the class will serve also as a laboratory for understanding group dynamics.
Meets Social Sciences III-A requirement.
P. Romney
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

200fs Research Methods in Psychology
This course provides an introduction to the skills necessary for becoming good producers and consumers of psychological research. Students learn to develop research questions, survey related literature, design rigorous and ethically sound studies, and collect, analyze, and interpret quantitative and qualitative data. Students build on their computer skills relevant for psychological research and learn to read and critique original empirical journal articles. The course culminates in an original, collaborative research project, a final paper, and oral presentation.
Meets Social Sciences III-A requirement.
The department
Prereq. 100-level course in psychology, and *Psychology 201; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits*
Note: *Students must take statistics (Psychology 201) before enrolling in this course; students should sign up for the lecture course and one lab section.*

201fs Statistics
Statistical procedures are powerful tools for analyzing and interpreting findings and are necessary for accurate reading and understanding of research findings. This course provides an introduction to the most frequently encountered techniques for describing data and making inferences in psychological research. A variety of computer applications are used.
Does not meet a distribution requirement.
The department
Prereq. 100-level course in psychology; 2 meetings (75 minutes) plus fourth hour, 1 lab (2 hours); 4 credits
Note: *Students should sign up for the lecture course and one lab section.*

295fs Independent Study
Independent research projects are arranged with individual faculty members in the department.
Does not meet a distribution requirement.
The department
Prereq. permission of instructor; 1 to 4 credits

300s Seminar in History and Systems of Psychology: Psychology and the Media
(Speaking-intensive course) A seminar designed to give advanced psychology and neuroscience students an opportunity to evaluate and critically analyze media representations of their discipline. Drawing upon a range of sources (both historical and contemporary)—including newspapers, magazines, books, films, advertisements, and Web sites—we will compare popular and professional depictions of such topics as personality, memory, child development, and mental illness. Psychologists' efforts to establish authority over the subject matter of their field will be contrasted with the enduring appeal of "pop psychology." Students will give frequent oral presentations and write a major research paper on a topic of their choosing.
Meets Social Sciences III-A requirement.
G. Hornstein
Prereq. 100-level course in psychology, Psychology 200, 201, plus 8 additional credits in the department, preference given to senior psychology and neuroscience majors; 1 meeting (3 hours); 4 credits; enrollment limited to 20

395fs Independent Study
Students who register for independent research as honors work are encouraged to participate in Psychology 411f–412s.
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of instructor;
1 to 8 credits

411f–412s Seminar in Psychological Research
(Speaking- and writing-intensive course)
This seminar is designed to promote communication of research activities among students in the department and to encourage students to share knowledge and resources in the solution of problems encountered in all stages of research. Graduate students and students engaged in independent research (Psychology/Neuroscience and Behavior 395) are encouraged to participate.
Does not meet a distribution requirement.
P. Ramsey
1 meeting (50 minutes); 1 credit

Social Psychology

The courses in the area of social psychology are concerned with how the social environment affects the behavior of individuals. Among the major topics covered are the ways attitudes develop and change; the conditions under which individuals adhere to or deviate from social norms; the behavior of groups; communication; social interaction and interpersonal relationships; and the similarities and differences between women's and men's behavior.

210f Social Psychology
This course surveys a range of topics within social psychology. How do other people influence us? How do people perceive one another? How do attitudes develop and change? Under what conditions do people conform to, or deviate from, social norms? We will survey concepts across several areas of social psychology with an emphasis on empirical research evidence.
Meets Social Sciences III-A requirement.
P. Romney
Prereq.100-level course in psychology;
2 meetings (75 minutes); 4 credits

211s Psychology of Women
A multicultural feminist analysis of women's lives. Emphasizing the diversity of women's experience across ethnicity, social class, and sexuality, this course assesses the adequacy and scope of existing psychological perspectives on women. Students will examine women's lives through essays, autobiographies, memoirs, and fictional works.
Meets Social Sciences III-A requirement.
The department
Prereq. 100-level course in psychology;
2 meetings (75 minutes); 4 credits

212f Individuals and Organizations
(See Complex Organizations 212f)

213f Psychology of Racism
Examines the psychological causes and emotional reality of racism as it appears in everyday life. Through lectures, readings, simulation exercises, group research projects, and extensive class discussion, students have the opportunity to explore the psychological impact of racism on both the oppressor and the oppressed.
Meets Social Sciences III-A requirement.
P. Romney
Prereq. soph, jr, sr; 1 meeting (3 hours);
4 credits; enrollment limited to 25

310f Laboratory: Research Methods in Social Psychology
This course is an introduction to laboratory and field methods in social psychology: methodology, data analysis, ethical problems, statistical inference, and research design. All students are expected to design and conduct a research project.
Meets Social Sciences III-A requirement.
F. Deutsch
Prereq. Psychology 200 and permission of instructor; 1 meeting (2 hours) plus fourth hour; 4 credits; enrollment limited to 12
Note: *Students must schedule an interview with the instructor during advising week.*

319s Seminar in Social Psychology

Spring 2008: Gender and Domestic Labor
(Same as Gender Studies 333s(08)) This course examines social psychology and sociological theories and research addressing why women do more housework and child care than men. It pays special attention to the

situation of dual-earner families and considers class and ethnic differences on the nature of this inequality and the barriers to full equality at home.
Meets Social Sciences III-A requirement.
F. Deutsch
Prereq. permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 15
Note: *Students must meet with instructor during advising week to get permission to enter the course.*

Personality and Abnormal Psychology

The courses in this area cover the fields of personality, abnormal psychology, and psychotherapy. The field of personality, the systematic study of individual differences and similarities, poses questions such as the following: How is each person unique? In what ways are people alike? Abnormal psychology concerns aspects of human behavior that are maladaptive in a person's current context. Students concentrating their study in this area are urged to take additional courses in developmental psychology, social psychology, and biological bases of behavior. Courses in philosophy (264, Philosophy of Mind) and in sociology (231, Criminology) are also recommended.

220s Theories of Personality
How do individuals differ and how are they the same? What factors shape the development of our personalities? This course will introduce students to some of the major theories of personality and will encourage critical analysis of the various theories. We will examine personality from the perspectives of psychoanalytical, humanist, and constructivist theories, as well as from the perspective of positive psychology.
Meets Social Sciences III-A requirement.
A. Douglas
Prereq.100-level course in psychology; 2 meetings (75 minutes); 4 credits

***320s Concepts of Abnormality**
This course is a study of how maladaptive patterns of thought and action are understood from a psychological viewpoint. Behaviors ranging from neurotic to psychotic are studied in terms of underlying character structure and origins in childhood experience. Competing psychoanalytic theories are brought to bear on these phenomena.
Meets Social Sciences III-A requirement.
The department
Prereq. jr, sr (permission required for exceptions), two prior psychology courses, Psychology 230 recommended; 2 meetings (75 minutes); 4 credits

***322f Psychoanalytic Psychology**
This extensive examination of Freud's systematic psychology focuses on such phenomena as the effects of early experience, continuity and change in development, and similarities among and differences between individuals. Readings include selections from Sigmund Freud's earlier work and from the sweeping revisions of the 1920s. Criticisms and revisions of Freud are discussed. Throughout, ideas from contemporary psychoanalysis are compared and contrasted with those of Freud.
Meets Social Sciences III-A requirement.
R. Shilkret
Prereq. Psychology 230, 220 recommended and permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 12
Note: *Students must submit a letter of interest during advising week. Include a list of courses taken in psychology and other disciplines that have prepared you for this course.*

323f Laboratory in Phenomenological Research
(Writing-intensive course) This laboratory course introduces methods of research that focus on the qualitative description and analysis of human experience. Students learn a variety of techniques of data collection (interviewing, intensive observation, archival research) and become proficient in using phenomenological methods to interpret and analyze the content and structure of data of this type. Readings focus on specific methodological practices as well as on the history and philosophy of science that differentiate qualitative and experimental approaches to psychological research. Students work both collaboratively and individually on projects throughout the course.

Meets Social Sciences III-A requirement.
G. Hornstein
Prereq. Psychology 200 and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12
Note: *This course also counts in the Social area of psychology.*

***324s Laboratory in Personality Research: Quantitative Methods**
Personality-relevant constructs, such as attachment, adjustment, achievement motivation, communality, dominance, sociality, and others, are usually studied among adults using questionnaires and inventories. A single large class research project will be conducted, with all students participating in all phases of the research.
Meets Social Sciences III-A requirement.
R. Shilkret
Prereq. Psychology 200 and 201, and either Psychology 210 or 230 and permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15
Note: *An essay (due during advising week) explaining why you want to take the course is required.*

***325s Laboratory in Psychological Assessment**
Historical development, theoretical bases, and critical evaluation of tests used to describe adult cognitive and personality functioning. Supervised practicum in test administration, scoring, and interpretation.
Meets Social Sciences III-A requirement.
R. Shilkret
Prereq. Psychology 200 and 201, either Psychology 230 or 320, and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12
Note: *Students* must *submit a statement and schedule an interview with the instructor during the advising week. There will be a schedule posted on the instructor's door, and students should submit the statement a day before they schedule the appointment.*

326f Laboratory in Personality and Abnormal Psychology
This course is an introduction to research methods in abnormal and personality psychology. Students will work as a class to collect data using quantitative and qualitative methodologies. Students will be expected to collect survey- and questionnaire-based data as well as engage in some interviewing projects. We will consider the various stages of research including literature review, design, ethical considerations, data collection, and analysis (qualitative and quantitative), and consider the statistical inference or implications of our findings. The course focuses on the impact of stress and coping on the lives of individuals, identity, their relationships, and psychological adjustment.
Meets Social Sciences III-A requirement.
A. Douglas
Prereq. Psychology 200, 201; 220 or 210 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 12

329fs Seminar in Personality and Abnormal Psychology

Fall 2007

329f(01) First-Person Narratives of Madness
(Writing-intensive course) Psychologists have typically conceptualized "mental illness" in terms of the symptoms and diagnoses proposed by psychiatrists in the Diagnostic and Statistical Manual of Mental Disorders (DSM). These categories, while perhaps useful for prescribing medication, do little to help us understand the subjective experiences that are considered "mad." In this seminar, we analyze accounts (historical and contemporary) written by people who have experienced extreme states, intense emotions, or unusual perceptions or beliefs, to understand how these "counter-narratives" offer new insights into psychological life.
Meets Social Sciences III-A requirement.
G. Hornstein
Prereq. jr, sr, 100-level course in psychology and permission of instructor, students with a background in literature particularly welcome, preference given to senior psychology and neuroscience majors; 1 meeting (3 hours); 4 credits; enrollment limited to 15
Note: *Students must submit an information sheet (available in department office) by noon on Thursday of advising week to get permission to register for the course.*

Spring 2008

329s(01) Psychology of Trauma
What happens after a traumatic event? Why do some people develop psychological disorders and others do not? This course will explore the psychological theories and research on trauma and stress. Topics covered will include childhood abuse, domestic violence, combat violence, community violence, and interpersonal violence. The seminar will explore psychological dysfunction, disorders, as well as adaptation and coping following exposure to traumatic stress. In addition, the course will explore the concept of "cultural trauma."
Meets Social Sciences III-A requirement.
A. Douglas
Prereq. jr, sr, Psychology 100, Psychology 230 preferred or a course in abnormal psychology; 1 meeting (3 hours); 4 credits; enrollment limited to 13

Developmental and Educational Psychology

Developmental psychology is characterized by a distinct point of view rather than a specific content area. It is concerned with the origins and progressive development over time of perception, thought, language, personality, and social behavior. Educational psychology involves the application of psychology to our understanding of learning, motivation, and teaching, and focuses on both the complex experiences of individual learners and the diverse sociocultural contexts of learning.

The courses in developmental and educational psychology reflect this range of topics and also cover the application of developmental theory and findings in education. Students concentrating their study in this area are urged to take courses in as many of the other areas of psychology as possible. Courses in anthropology (230, Language in Culture and Society) and biological sciences (200, Introduction to Biology II: How Organisms Develop) are also recommended.

230fs Developmental Psychology
Examines changes in cognitive, social, and emotional functioning, including theory and research that illuminate some central issues in characterizing these changes: the relative contributions of nature and nurture, the influence of the context on development, continuity versus discontinuity in development, and the concept of stage. Includes observations at the Gorse Child Study Center.
Meets Social Sciences III-A requirement.
D. Leyva (fall), A. Valle (spring)
Prereq.100-level course in psychology or permission of instructor; 2 meetings (75 minutes); 4 credits

233fs Educational Psychology
(Community-based learning course; same as Education 233fs) What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students' prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings. Requires a prepracticum in a community-based setting.
Meets Social Sciences III-A requirement.
D. Leyva
Prereq. soph, jr, or sr; 2 meetings (75 minutes), prepracticum (2 hours per week); 4 credits

234s Differences in Learning
(See Education 234s)

236f Adolescent Development
This course offers a comprehensive introduction to human development during adolescence. It considers historical and cultural forces that contribute to adolescence as a distinct segment of the life span. Contemporary problems confronting adolescents—such as crime, violence, gender, race, eating disorders, substance abuse, and depression—are also examined.
Meets Social Sciences III-A requirement.
M. Babineau
Prereq.100-level course in psychology; 2 meetings (75 minutes); 4 credits

330s Lab in Developmental Psychology
This course is a study of research methods in developmental psychology, focusing on observational, survey, and interview techniques for studying young children, adolescents, and adults. It encourages the student to think about the basic issues of developmental psychology research: the conceptualization of problems, design of research, choice of methods to be used, and ethical questions that might arise. Students complete a major research project.

**330s(01) Adolescent Development in Community Settings*
Meets Social Sciences III-A requirement.
B. Packard
Prereq. Psychology 200, 201, 230 and permission of instructor; 1 meeting (2 hours) plus fourth hour; 4 credits; enrollment limited to 12
Note: *During advising week students must submit a statement and meet with professor.*

330s(02) Knowledge, Science, and Parent-Child Conversations
How do ideas about knowledge (folk epistemology) develop, and how do these ideas relate to the types of reasoning strategies people emphasize? Using existing transcript data, students will define and explore specific questions about how conversations with parents may help guide elementary school children's emerging ideas about knowledge and about the nature of science. Students will also help develop a questionnaire and collect data to explore variation in these ideas and possible relation to reasoning biases among college students.
Meets Social Sciences III-A requirement.
A. Valle
Prereq. Psychology 200 and 201, and 230 or 241 and permission of instructor; 2 meetings (2 hours); 4 credits; enrollment limited to 12
Note: *Students must meet with the instructor during advising week to get permission to enroll. This course also counts in the Cognitive and Perception area of psychology.*

331fs Lab in Early Social and Personality Development
In the role of a participant-observer, each student studies intensively the social and personality development of the children in one classroom at the Gorse Child Study Center. Students learn how to articulate developmental changes and individual differences by analyzing detailed observations. Topics include social cognition, peer relationships, social skills, concepts of friendship, emotional development, identity formation, self-esteem, and the social and cultural context of development.
Meets Social Sciences III-A requirement.
P. Ramsey
Prereq. Psychology 200, 201, and 230 or permission of instructor; 1 meeting (2 hours), 2 labs (3 hours each) at Gorse Child Study Center; 4 credits; enrollment limited to 18

***337f Seminar in Educational Psychology: Motivation**
(Community-based learning course; speaking-intensive course) What influences our desire to learn, to participate in certain activities, or to become particular kinds of people? We will examine the topic of "motivation" using several perspectives, across age levels and in various settings. Drawing from a variety of resources, including autobiographies, research studies, and videos, we will target our own motivation through reflection and action and the motivation of others through active coaching and mentoring in a community-based setting.
Meets Social Sciences III-A requirement.
B. Packard
Prereq. Psychology 233 and permission of instructor; 1 meeting (3 hours), requires a field component in a community-based site (at least one 2-hour block per week); 4 credits; enrollment limited to 15
Note: *A statement of interest must be submitted during advising week. Please pick up an information sheet in the department office.*

339f Seminar in Developmental Psychology

339f(01) Culture and Human Development
This seminar examines theory and research on the cultural basis of human development and on cultural variations and similarities in development in different historical and current world communities. The approach is interdisciplinary, drawing on psychology, anthropology, linguistics, sociology, and

history, to examine varying and universal goals of development and participation of children and their families in cultural practices.
Meets Social Sciences III-A requirement.
A. Valle
Prereq. jr, sr, one of the following courses: Psychology 220, 230, 236, 241, or a 200-level course in anthropology; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

**339s(01) First Love: Attachment Theory and Research*
The relationship with the infant's primary caretaker, usually the mother, develops in a complex way during the first year after birth. We will study what is now known about this relationship, how we know about its importance to the infant, and the variation in types of such relationships early in life. The importance of this first love for later development, in childhood, adolescence, and adult life will be considered. Methods of research will be emphasized and students will be expected to give class presentations.
Meets Social Sciences III-A requirement.
R. Shilkret
Prereq. jr, sr, Psychology 200, 230, and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12
Note: *A written statement to Professor Shilkret during advising week required.*

Perception and Cognition

The courses in this area are concerned with how we acquire, use, and recollect information. Major topics include visual and auditory perception, learning and memory, and how individuals understand language. Students concentrating their study in this area, especially those with an interest in cognitive neuroscience, are urged to take additional courses in neuroscience and behavior, developmental psychology, and biological sciences (333, Neurobiology). Courses in philosophy (210, Logical Thought; 264, Philosophy of the Mind) and computer science (101, Problem Solving and Structured Programming; 334, Artificial Intelligence; and 335, Introduction to Computer Vision and Robotics) are recommended for those students with interests in cognitive science and artificial intelligence.

240s Visual and Auditory Perception
Why is it that some people, mostly men, cannot distinguish red socks from green ones? Why does the moon on the horizon appear larger than when it is overhead? How do Magic Eye pictures work? Why does the Mona Lisa's smile seem so elusive? This course addresses such questions by examining biological and psychological studies of the visual and auditory systems. Among the topics we will explore are object recognition; color vision; the perception of depth, size and movement; the effects of experience on perception; sound localization; and the perception of pitch.
Meets Social Sciences III-A requirement.
J. Cohen
Prereq.100-level course in psychology; 2 meetings (75 minutes); 4 credits

241f Cognitive Psychology
Cognition encompasses a range of phenomena that define our mental lives. This course considers empirical investigations and theoretical accounts of cognitive issues, including learning and memory, creativity and problem solving, decision making, attention, consciousness, and language.
Meets Social Sciences III-A requirement.
K. Binder
Prereq. 100-level course in psychology; 3 meetings (50 minutes); 4 credits

340f Laboratory in Perception and Cognition

Fall 2007: Cognition and Literacy
(Community-based learning course) Adult illiteracy in the U.S. presents an ever-growing challenge. To understand this problem, we will learn various theories of reading. However, since many models of reading are based on data gathered from children, we will also examine how the cognitive abilities of adults are different from those of children. A large component of this class concerns learning the lab techniques associated with assessing reading abilities. In addition, since this is a community-based learning course,

each student will become a tutor for an adult enrolled in an area literacy program.
Meets Social Sciences III-A requirement.
K. Binder
Prereq.100-level course in psychology, 201, 200 and permission of instructor; 1 meeting (3 hours) plus 3 hours per week as a literacy tutor in Springfield; 4 credits; enrollment limited to 15
Note: *Students must email professor during advising week to get permission to enter the course.*

***349s Seminar in Perception and Cognition**
(Writing-intensive course)
Meets Social Sciences III-A requirement.
The department
Prereq. 100-level course in psychology, Psychology 200 and 201, and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 16

Biological Bases of Behavior

The courses in this area adopt the perspective that behavior is the product of biological processes. Major topics include the physiological causes of behavior, the evolutionary history and function of behavior, and the role of learning in modifying behavior. Students concentrating their study in this area are urged to take additional course work in cognition, perception, and language, and in biological sciences. Courses in computer science (101, Problem Solving and Structured Programming) and philosophy (264, Philosophy of Mind; 263, Philosophy of Biology) are also recommended.

250f Introduction to the Biological Bases of Behavior
(Same as Neuroscience and Behavior 250f)
This course is an introduction to and survey of the biological bases of behavior, including physiological, biochemical, and neurophysiological determinants of sensation, motor control, sleep, eating and drinking, learning and memory, language, and mental disorders.
Meets Social Sciences III-A requirement.
W. Millard
Prereq.100-level course in psychology and 4 credits in biological sciences; 3 meetings (50 minutes); 4 credits

251f Animal Behavior
(Speaking-intensive course) Examines the development, causal mechanisms, evolutionary history, and function of the behavior of animals. Topics include sensory capacities, predator evasion, reproduction, parental care, social behavior, and learning.
Meets Social Sciences III-A requirement.
K. Hollis
Prereq.100-level course in psychology; 2 meetings (75 minutes); 4 credits

252f Bon Appetit! Food, Appetite, and Culture
Food is energy, an occasion for intimacy, and often a cause of aggression and pathology. The provenance of food preferences in humans and other species is considered from the perspectives of anthropology, biology, neuroscience, and psychology. Specific topics include the sensory properties of food, attitudes toward food, the psychology of ingestion, and the neuroscience of feeding.
Meets Social Sciences III-A requirement.
W. Millard
Prereq.100-level course in psychology; 2 meetings (75 minutes); 4 credits

350s Laboratory in Behavioral Neuroscience
This laboratory provides intensive study and discussion of specific topics in behavioral neuroscience, including psychopharmacology, neuroanatomy, electronics, and surgery. Examination of methods and experimentation in the laboratory.
Meets Social Sciences III-A requirement.
W. Millard
Prereq. Psychology 200, 201, and one of the following: Psychology 240, 250, 251, or Biological Sciences 333; 1 laboratory (3 hours) and one meeting (75 minutes); 4 credits; enrollment limited to 12
Note: *Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.*

351s Laboratory in Animal Behavior
Several projects within such areas as feeding, aggression, reproduction, and learning are researched by students working in small groups. The course stresses the acquisition of research skills required for naturalistic and

laboratory observation in the study of animal learning and behavior.
Meets Social Sciences III-A requirement.
K. Hollis
Prereq. Psychology 200, preference given to senior psychology and neuroscience majors; 1 meeting (2 hours, 15 minutes) plus fourth hour; 4 credits; enrollment limited to 12
Note: *During advising week students must submit a written list of psychology and biology courses taken at Mount Holyoke or elsewhere, along with their name and year of graduation.*

***352s Laboratory in Sensory Psychology**
This laboratory course offers a detailed examination of selected topics in vision research, emphasizing the interrelations of anatomical, physiological, and behavioral data. Laboratory demonstrations and experiments introduce behavioral methods of study of sensory systems. Principles of function generally applicable to all sensory systems are discussed.
Meets Social Sciences III-A requirement.
J. Cohen
Prereq. Psychology 200, 240, or 250 and permission of instructor; 2 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 10
Note: *Students must meet with the instructor during advising week to get permission to enter the course.*

359s Seminar: Biological Bases of Behavior

**359f(01) How Experience and Brain Plasticity Shape Cognitive and Social Development*
What is the function of the brain's visual areas in people who are born blind? How does the brain change when we learn a new skill? How does early auditory deprivation affect the development of language? What changes occur in the brains of people who have a limb amputated and experience a phantom limb? Can knowledge of brain plasticity lead to treatments for cognitive disorders such as dyslexia or ameliorate the effects of traumatic stress during early childhood? Are there critical periods for normal cognitive and social-emotional development? This seminar will consider these and other questions as we explore studies of behavioral and brain plasticity and their potential applications.
Meets Social Sciences III-A requirement.
J. Cohen
Prereq. Psychology 240 or 250 or Biological Sciences 333 or permission of instructor; 1 meeting (3 hours) plus fourth hour; 4 credits; enrollment limited to 12

Spring 2008

359s(01) Of Madness and Molecules: Seminar in Neuropsychopharmacology
Charpentier, a French scientist of the 1940s, unwittingly discovered a chemical that was to alter dramatically our understanding of madness. The chemical, chlorpromazine, has been widely used for the treatment of psychosis. Of interest is neuropsychopharmacology—the science and the technology. The principles of pharmacology are discussed and precede the examination of applications of the technology to psychopathology (for example, schizophrenia, depression, anxiety, and violent behavior).
Meets Social Sciences III-A requirement.
W. Millard
Prereq. Psychology 250 or Biological Sciences 333, priority given to preenrolled seniors and majors; 1 meeting (3 hours); 4 credits; enrollment limited to 15

Psychology and Education

The interdisciplinary majors in psychology and education and the minor in education leading to teacher licensure are administered by the Department of Psychology and Education: Professor Ramsey; Associate Professors Lawrence, Packard; Assistant Professor Carlisle; Gorse Child Study Center Director, Professor Ramsey.

Contact Persons

Cheryl McGraw, *senior administrative assistant*
Sandra M. Lawrence, *director, Secondary/ Middle Teacher Licensure Program*
Lenore Carlisle, *director, Early Childhood/ Elementary Teacher Licensure Program*
Sarah Frenette, *Five College teacher licensure coordinator*

No major is offered in education alone. There are two psychology and education majors: Option I (leading to teacher licensure in early childhood education (PreK–2) or elementary education (1–6) and Option II (not leading to teacher licensure). Both are interdisciplinary majors. *Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement* *(see p. 7)*.

Requirements for the Major in Psychology and Education

Credits

- Option I—A minimum of 60 credits (including the practicum)
- Option II—46 credits
- At least 20 of these credits must be at the 300 level in two or more disciplines.

Courses (for both Option I and II)

- The following psychology courses:
    - a 100-level psychology course
    - 200, Research Methods in Psychology
    - 201, Statistics
    - 230, Developmental Psychology
    - 233, Educational Psychology
- One laboratory at the 300 level
- The following education courses:
    - Education 205, Whiteness, Racism, and Inequality in Schools and Society *or* 220, Foundations of Multicultural Education

Both options must take courses in at least three of the five areas of the psychology curriculum; at least one course must be from areas D or E. The five areas of the psychology curriculum are: A) social psychology; B) personality and abnormal psychology; C) developmental and educational psychology; D) perception, cognition, and language; and E) biological bases of behavior.

Additional Courses for Option I

- Education 300, The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools
- Education 322, Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education
- Education 323, Student Teaching in Early Childhood and Elementary Schools
- Education 324 (January Term), Observing and Assisting in Early Childhood and Elementary Settings (junior or senior year) *or* Educational Studies 301, Education in South Africa
- Education 325, The Process of Teaching and Learning: Developing Math/Science/ Technology Instruction and Curriculum

In addition, applicants for the elementary license (1–6) should plan their distribution courses so that they will fulfill general education requirements in math, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Education as appropriate for the elementary license. Applicants for the early childhood license (PreK-2) must enroll in Psychology 331, Lab in Early Social and Personality Development. See Ms. Carlisle or Ms. Lawrence for assistance in selecting this course work.

Additional Courses for Option II

- Education 324 (f, s, or j), Observing and Assisting in Early Childhood and Elementary Settings (junior or senior year) or Education 332 (f, s, or j), Observing and Assisting in Middle and Secondary Educational Settings (junior or senior year) *or* Educational Studies 301, Education in South Africa
- Education 395, Independent Study Project. The project must include analysis of data (e.g., quantitative, qualitative, archival, biographical) using any empirical method (e.g., experiment, case study, interview) and must be presented orally to the department at the end of the semester.

Requirements for the Minor in Education (with Teacher Licensure)

The minor in education (with teacher licensure) provides students with the course work necessary for applying to Mount Holyoke's teacher licensure programs. Information about the teacher licensure programs, procedures for admittance into one of the programs, and required course work follows.

Teacher Licensure Programs

Currently, Mount Holyoke is approved by the state of Massachusetts to offer "initial" licensure programs in the following areas: early childhood education (PreK–2), elementary education (1–6), biology teacher (5–8) and (8–12), English teacher (8–12), history teacher (5–8) and (8–12), mathematics teacher (5–8) and (8–12); earth science (5–8) and (8–12), French (5–12), German (5–12), Italian (5–12), Spanish (5–12), Russian (5–12), Latin and classical humanities (5–12), music (all levels), political science (5–8) and (8–12), visual art (PreK–8) and (5–12). (Students may also have the opportunity to apply for an initial license in dance (PreK–12), subject to approval by the Massachusetts Department of Education in 2009.)

Procedures and Courses of Study

Students who wish to pursue teacher licensure at Mount Holyoke must complete the following: 1) attend an initial advising session with Sarah Frenette, Five College Teacher Licensure Coordinator, by the middle of the sophomore year in order to identify course work in the major and in the arts and sciences necessary for licensure, 2) enroll in a sequence of courses in the psychology and education department constituting the education minor, 3) attend follow-up advising sessions with Ms. Carlisle (early childhood or elementary) or Ms. Lawrence (middle and secondary school, foreign language, music, and visual art programs) as well as advisors in the major to assist with course selection necessary for teacher licensure, and 4) complete the application process for the practicum year. This application process includes passing all components of the Massachusetts Tests for Educator Licensure (MTEL) before the spring practicum.

For the Mount Holyoke 2005–2006 MTEL test results see "Teacher Licensure" in the Other Degree and Certificate Programs chapter.

Required Courses for the Education Minor Specific to the Early Childhood and Elementary Teaching License

Students pursuing early childhood or elementary licensure with a major in any discipline must take Psychology 230 and 233; either Education 205 or 220, 300, 324j, or Educational Studies 301, Education 325, 322, and 323. Early childhood (PreK–2) applicants must also take Psychology 331. Students pursuing early childhood or elementary licensure with an interdisciplinary major in psychology and education (Option I) must follow course work described under the psychology and education major (the course work for the teacher licensure minor is included within the major). All applicants for the elementary license (1–6) should plan their distribution courses so that they will fulfill general

education requirements in math, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Education as appropriate for the elementary license. See Ms. Carlisle or Ms. Lawrence for assistance in selecting this course work.

Required Courses for the Education Minor Specific to Teaching Licenses in Middle or Secondary Education, Foreign Language, Music, or Visual Art (or Dance, subject to approval)

Students pursuing middle or secondary (as well as foreign language, music, visual art [or dance, subject to approval]) licensure must take Psychology 236 and 233; either Education 205 or 220, 330, 333 seminar, 332j or Educational Studies 301, and Education 331; and a subject-specific methods of teaching course at one of the Five Colleges. Students pursuing teacher licensure in music must enroll in a sequence of music education methods courses at UMass in lieu of Education 330. Students interested in pursuing teacher licensure in dance (subject to approval by the Massachusetts Department of Education in 2009) should consult with faculty in the dance department.

Application to the Practicum Semester

Candidates for teacher licensure at all levels must apply to participate in the practicum semester by February 15 of their junior year. In addition to completing an application form and having an interview with the program director, students must submit a résumé, transcript of good academic standing, a copy of their current degree audit, evidence of passing the appropriate components of the MTEL for the license sought, two faculty recommendations, and a written essay. Following completion of prerequisite courses offered in their chosen major and in the Department of Psychology and Education and acceptance into the practicum semester, students are eligible to enroll in a student teaching practicum offered in the spring semester of their senior year.

Ninth-Semester Program

This program is intended for students who cannot complete all of the teaching program requirements before graduation (not available for Psychology and Education major, Option I). Students may apply by February 15 of their junior year to return to the College the spring semester after graduation to do their student teaching practicum semester at the cost of one credit.

Obtaining a Teaching Licensure from the Massachusetts Department of Education

To become eligible for licensure in the state of Massachusetts through Mount Holyoke's curriculum, students must 1) successfully complete the requirements of a teacher licensure program, 2) pass all the appropriate components of the Massachusetts Tests for Educator Licensure (MTEL), and 3) submit licensure application materials and fees to the Massachusetts Department of Education. Once candidates obtain licensure in Massachusetts, they are eligible for licensure in many other states through reciprocity agreements arranged by the Massachusetts Department of Education.

Course Offerings

205fs Whiteness, Racism, and Inequality in Schools and Society
(Community-based learning course; writing-intensive course) What is race? Who decides? What does it mean to be white? How is the ideology of whiteness maintained? We will explore these and related questions as we examine the ways in which whiteness and racism are enacted in schools, have historically interfered with the educational attainment of children of color, and have led to the miseducation of white children. Readings and assignments will examine dynamics of dominance and how the construction of racial identities influences the lives of teachers and students in classrooms. We will also consider theories of multicultural education and antiracist pedagogies as strategies for addressing racial and other inequities in schools.

Meets multicultural requirement; meets Social Sciences III-A requirement.
S. Lawrence
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes) plus prepracticum; 4 credits

***220s Foundations of Multicultural Education**
(Community-based learning course) This course offers a study of the historical, theoretical, and philosophical perspectives that are the underpinnings of multiculturalism in education. Through selected readings, class discussion, and oral presentations, the course will examine the epistemological elements of race, class, culture, and gender in the classroom. Requires a prepracticum in a school or community-based setting.
Meets multicultural requirement; meets Social Sciences III-A requirement.
The department
Prereq. a 100 level course in psychology; 2 meetings (75 minutes), prepracticum (3 hours per week); 4 credits

233fs Educational Psychology
(See Psychology 233fs)

234s Differences in Learning
(Same as Psychology 234s) The course will survey the etiology, diagnosis, and remediation of a variety of learning differences and special needs. Conditions such as dyslexia, attention deficit disorder, and autism will be examined. It will provide an introduction to interpreting test results, systematic behavioral observations, evaluating clinical information, diagnostic hypothesizing, and planning individualized educational programs. The principles of inclusion and their implications for children will be explored. Requires a field component.
Meets Social Sciences III-A requirement.
L. Carlisle
Prereq. a 100-level course in psychology, 230 or 236, and 233; priority will be given to students applying to Mount Holyoke College's teacher licensure programs; prerequisites will be strictly enforced; 1 meeting (3 hours) plus field placement; 4 credits

255f Patterns, Functions, and Change
Understanding what functions are, learning how to interpret representations of functions as descriptions of change in phenomena, and in particular, becoming familiar with the notion of constant change and how it relates to ratio is one focus of the Patterns, Functions, and Change seminar. Examining nonconstant change is the entry into understanding quadratic and exponential functions as well as functions that are not determined by algebraic formula.

This seminar will focus on the mathematical tools used to describe change, with respect to concrete problems such as measuring changes in the heights of plants or in temperature, buying apples at a given rate, and saving allowances, as well as more abstract ones such as changing geometric figures represented in tables, graphs, and equations. The course's main focus will be on ratio and linear functions, but we will also touch on quadratic, exponential, and hyperbolic ones. These ideas will be investigated through work on mathematics problems and through cases documenting how elementary-aged students think about mathematics.
Does not meet a distribution requirement.
J. Bodner Lester, V. Bastable
Prereq. permission of the SummerMath for Teachers department; 1 meeting (3 hours); 4 credits; enrollment limited to 12

295fs Independent Study
Independent study programs are arranged with individual faculty members in the department.
Does not meet a distribution requirement.
The department
Prereq. permission of instructor; 1 to 4 credits

300f The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools
Through a balanced and integrated approach students will learn to develop literacy in early childhood/elementary schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children's fiction and nonfiction literature, and the use

of portfolios for assessment. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups.
Does not meet a distribution requirement.
L. Carlisle
Prereq. limited to students accepted to the practicum year program; 1 meeting (3 hours), prepracticum (4 hours per week); 4 credits

322s Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education
This weekly seminar provides students with opportunities to examine curriculum development models, develop an integrated curriculum unit utilizing state and national content area standards, review research-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 prelicensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.
Does not meet a distribution requirement.
L. Carlisle
Prereq. limited to students accepted into the practicum year program; 1 meeting (2 hours); 4 credits

323s Student Teaching in Early Childhood and Elementary Schools
Students participate in full-time student teaching in early childhood and elementary classrooms for 12 weeks. During this semester-long, field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Preservice Performance Assessment Program. This course is graded on a credit/no credit basis.
Does not meet a distribution requirement.
L. Carlisle
Prereq. sr, Education 300, 325 and 324j, and permission of instructor; limited to students accepted to the practicum year program; full-time student teaching in school site (includes Mount Holyoke College's spring break); 5 days a week for 12 weeks; 10 credits

324fs Observing and Assisting in Early Childhood and Elementary Settings
Discussions and fieldwork provide the student with an opportunity to understand the classroom as a learning community. The tutorial includes several meetings focusing on the student's participant observations and assigned readings. Fieldwork includes a minimum of 20 hours on site, individually scheduled in early childhood (pre K–2) or elementary (1–6) settings. Assessment includes in-progress reports and a final project related to fieldwork. Course graded on a credit/no credit basis.
Does not meet a distribution requirement.
L. Carlisle
Prereq. permission of instructor; 1 to 2 credits, 1 credit (20 hours of prepracticum), 2 credits (40 hours or more of prepracticum)

324j Observing and Assisting in Early Childhood and Elementary Settings
Students are expected to complete supervised fieldwork full-time every day during the January Term in a school site or other educational setting where daily supervised interaction with children is available. January Term placements can be located either within or outside the Five College area. This course is required of all students doing teacher licensure at the early childhood or elementary levels and must be taken in the junior or senior year. Graded on a credit/no credit basis.
Does not meet a distribution requirement.
L. Carlisle
Prereq. a 100-level psychology course and one of the following: Psychology 233, 234, 230, Education 205 or 220 and permission of instructor; 3 mandatory meetings (1 hour) and prepracticum; 2 credits. Prepracticum: 5 days a week for three weeks in January and *3 meetings (90 minutes each): 2 meetings in November,*

1 in February. (The prepracticum experience is contingent upon attendance at these meetings; check with Ms. Lawrence or Ms. Carlisle in early November for exact dates.)

325f The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum
Students will learn about inquiry-based science/math curriculum and use of technology in the classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks. At the Hitchcock Center and in classes on campus, emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will become more adept at developing effective approaches to using assessment to guide instruction. Early childhood candidates will visit Gorse Child Study Center to learn about resources for pre-K students.
Does not meet a distribution requirement.
L. Carlisle
Prereq. limited to students accepted in the practicum year program; 1 meeting (3 hours); 4 credits

330f The Process of Teaching and Learning in Secondary and Middle Schools
This course is intended to help prepare prospective secondary and middle school teachers for effective classroom instruction. The philosophical bases and current research behind classroom practices are also examined. Specific course activities focus on teaching in multicultural ways, establishing the classroom climate, choosing instructional approaches, designing curricula, assessing and attending to the needs of learners, evaluating student performance, and providing for classroom community leadership. Requires a prepracticum.
Does not meet a distribution requirement.
S. Lawrence
Prereq. limited to students accepted to the practicum year program; 1 meeting (3 hours), prepracticum (3 hours per week); 4 credits

331s Student Teaching in Secondary and Middle Schools

Spring 2008

331s(01) Students undertake full-time supervised student teaching in secondary or middle school subjects, the visual arts, or music classrooms. Group seminars and individual conferences are held to discuss issues of classroom practice. Evaluation of performance is determined by on-site visits and by written assignments. This course is graded on a credit/no credit basis.
Does not meet a distribution requirement.
S. Lawrence
Prereq. sr, Education 330 and 332j, and permission of instructor; full-time student teaching in school sites (includes Mount Holyoke College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum; 5 days a week for 12 weeks; 10 credits

331s(02) This section for Amherst College students only. Students participate in full-time student teaching in middle or secondary classrooms for 12 weeks. During this semester-long, field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program.
Does not meet a distribution requirement.
S. Lawrence
Prereq. sr, Education 330 and 332j, and permission of instructor; full-time student teaching in school sites (includes Mount Holyoke College's and Amherst College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum; 5 days a week for 12 weeks; 4 credits

332fs Observing and Assisting in Secondary and Middle School Educational Programs
This is a fieldwork-based independent study course. During the fall and spring semesters it involves 20 to 40 hours of individually scheduled fieldwork in a secondary or middle

school classroom or educational program. Students keep a reflective journal, read relevant articles and essays, meet regularly with the instructor, and write a final report. This course is graded on a credit/no credit basis.
Does not meet a distribution requirement.
S. Lawrence
Prereq. permission of instructor; 1 to 2 credits

332j Observing and Assisting in Secondary and Middle School Educational Programs
Students are expected to complete supervised fieldwork full-time every day during the January Term in a school site or other educational setting where daily supervised interaction with children is available. January Term placements can be located either within or outside the Five College area. This course is required of all students doing teacher licensure at the secondary, middle, visual art, and music levels and must be taken in the junior or senior year. Graded on a credit/no credit basis.
Does not meet a distribution requirement.
S. Lawrence
Prereq. a 100-level psychology course and one of the following: Psychology 233, 234, 236, Education 205 or 220 and permission of instructor; 2 credits; prepracticum: 5 days a week for three weeks in January and *3 meetings (90 minutes each): 2 meetings in November, 1 in February. (The prepracticum experience is contingent upon attendance at these meetings; check with Ms. Lawrence or Ms. Carlisle in early November for exact dates.)*

333s Practicum Seminar on Teaching and Learning: Middle and Secondary Education

333s(01) This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.
Does not meet a distribution requirement.
S. Lawrence
Prereq. limited to students who have been accepted into the practicum year program; 1 meeting (2 hours); 4 credits

333s(02) This section for Amherst College students only. This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.
Does not meet a distribution requirement.
S. Lawrence
Prereq. limited to students who have been accepted into the practicum year program; 1 meeting (2 hours); 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of instructor; 1 to 8 credits

495fs Independent Study
Does not meet a distribution requirement.
The department
4 credits

Religion

The major and minor in religion are administered by the Department of Religion: Professors Crosthwaite (*chair*), Fine, Grayson, Peterson; Assistant Professors Penn (on leave 2007–2008), Mrozik, Steinfels (on leave 2007–2008); Visiting Assistant Professors Atchley, Brown, Lyke; Visiting Instructor Heim.

Contact Persons

Anna May Dion, *senior administrative assistant*
Jane Crosthwaite, *chair*

To major in religion is to ask questions about the many ways women and men have sought to make sense of their lives. Examining religious traditions—their notable leaders, their valued texts, and the social behaviors designed to embody their visions—is a central way to study the profound questions that direct so many areas of human endeavor. The study of religion is an excellent way of organizing a liberal arts education so that diverse cultures, artistic expressions, political forces, and gender assignments can be questioned and set in historical and changing contexts.

Requirements for the Major

Credits

- A minimum of 32 credits
- 12 credits at the 300 level
- Only one 395 course will count toward the 300-level requirement.

Courses

At least one course from each of the following three groups:

- Sacred texts and interpretive traditions. For example, Religion 201, Introduction to the Qur'an
- Religious thought (ethics/religious law, philosophy, theology). For example, Religion 226, Introduction to the Philosophy of Religion
- History and society. For example, Religion 218, Women in American Religious History

Other

- Majors must take courses in at least three different major traditions—for example, Buddhism, Christianity, Hinduism, Islam, or Judaism.
- Additional courses are selected in consultation with the advisor.
- Independent work is encouraged and, if approved by the advisor, such work may constitute partial fulfillment of the above requirements.

Requirements for the Minor

Credits

- A minimum of 20 credits (five courses)
- At least one of the five must be at the 300 level.
- At least three of the courses should be taken in the Mount Holyoke Department of Religion.

Recommended Courses for First-Year Students

The following courses are recommended for first-year students: 100, 201, 202, 203, 204, 206, 212, 226, 261, and 263.

Course Offerings

100fs Introduction to Religion
This course is an introduction to the study of religion, assessing the nature of religion and methodological approaches through an examination of subject matter drawn from numerous traditions.
Meets Humanities I-B requirement.
H. Atchley (fall), S. Mrozik (spring)
3 meetings (50 minutes); enrollment limited to 35 (fall); 2 meetings (75 minutes); 4 credits; enrollment limited to 35 (spring)

104s Introduction to Judaism
(Same as Jewish Studies 104s) Judaism is a 3,500-year-old tradition that has developed

over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.
Meets Humanities I-B requirement.
L. Fine
4 credits; enrollment limited to 25

109f First-Year Seminar

109f(01) Holy Feast, Holy Fast: Food, Eating and the Sacred
(First-year seminar; same as Jewish Studies 109f) In religious traditions, permitted and prohibited foods, special foods, and rules and customs with respect to eating are of great significance. This course explores the relatships between food, eating, and the sacred. What are foods of ritual importance? What constitutes sacred eating? What is the role of blessings and table customs? What are the purposes behind fasting in religious cultures?
Meets Humanities I-B requirement.
L. Fine
Prereq. fy or permission of instructor;
2 meetings (75 minutes); 4 credits; enrollment limited to 15

109f(02) Hagar, Sarah, and their Jewish, Christian, and Muslim Children
(First-year seminar) A complicated story in the book of Genesis about one man, two women, and their sons informs the foundation of three major religious traditions. This course will examine a variety of readings, debates, and claims about the meaning, value, and continuing religious, social, and political import of this story. Special attention will be paid to recent feminist research and interpretation.
Meets Humanities I-B requirement.
J. Crosthwaite
Prereq. fy or permission of instructor;
2 meetings (75 minutes); 4 credits; enrollment limited to 15

201f Introduction to the Qur'an
This course examines the history, structure, and themes of the Qur'an and analyzes the place of the Qur'an in Islamic religious thought. It emphasizes the contribution of the Qur'an to questions of universal import. Topics include Qur'anic doctrines of God, humanity, freedom and determinism, and the problem of evil.
Meets multicultural requirement; meets Humanities I-B requirement.
D. Brown
1 meeting (2 hours, 30 minutes); 4 credits; enrollment limited to 26

202f Introduction to Islam
(Same as Asian Studies 202f) This course is intended to introduce students with little or no prior knowledge of Islam to basic Islamic texts, concepts, and practices. Starting with an introduction to the figure of the Prophet Muhammad and the Qur'an, we will survey some of the most important themes and issues in Islamic experience and belief: conversion/Islamization, law (shari'ah), mysticism, theology, political theory, and the experience of Muslims in non-Muslim countries.
Meets multicultural requirement; meets Humanities I-B requirement.
D. Brown
2 meetings (75 minutes); 4 credits; enrollment limited to 25

203f Introduction to the Hebrew Bible
This course provides a critical introduction to the writings contained in the Hebrew Bible (also known as Old Testament). It investigates the social and historical context of the ancient Israelites, examines a wide range of ancient Near Eastern literature, and introduces the principal methods of biblical studies. Participants will read much of the Hebrew Bible as well as select non-Israelite sources. Examples of recent biblical scholarship will provide additional information for better understanding of these writings and will present different methods for approaching and interpreting ancient texts.
Meets Humanities I-B requirement.
L. Lyke
2 meetings (75 minutes); 4 credits; enrollment limited to 30

204s Introduction to the New Testament
This course investigates the social and historical context of first and early second-century Christianity, examines New Testament and select noncanonical documents, and introduces participants to the principal methods of New Testament studies. Students will read the 27 works that make up most modern collections of the New Testament, a number of early Christian documents that did not make the final cut, and several ancient non-Christian sources. Examples of recent New Testament scholarship will provide historical background for better understanding of Christian writings and will present different methods for approaching and interpreting ancient texts.
Meets Humanities I-B requirement.
L. Lyke
2 meetings (75 minutes); 4 credits

***205s Issues in Islamic History**
This introductory course provides a broad, chronologically structured overview of Islamic history, focusing on major issues that have been of religious significance to Muslims in various eras. Using case studies, ranging from episodes in the early Islamic conquests to the growth of Islam in urban America, we will examine enduring themes and contextual variations in the history of Islam.

**Classical Islamic Civilization*
This course examines the development of Islamic civilization from the time of the Prophet Muhammad to the sixteenth century. Particular attention will be paid to the political structures of the caliphates, the process of conquest and conversion, and interaction with non-Muslim cultures. Literature, art, architecture, and philosophical and scientific works of classical Islamic civilization will be used as primary sources for this course.
Meets multicultural requirement; meets Humanities I-B requirement.
A. Steinfels
2 meetings (75 minutes); 4 credits; enrollment limited to 25

***206f Early Christianity in Conflict**
This course examines how conflicts between Christians and non-Christians, conflicts between different groups of Christians, and conflicts within given Christian communities shaped first- through fourth-century Christianity and influenced subsequent Christian history. We will pay particular attention to issues surrounding martyrdom, "heresy," anti-Judaism, the formation of a male-dominated clergy, and competing views regarding sexuality.
Meets Humanities I-B requirement.
M. Penn
2 meetings (75 minutes); 4 credits; enrollment limited to 15

***207fs Women and Gender in Islam**
This course will examine a range of ways in which Islam has constructed women—and women have constructed Islam. We will study concepts of gender as they are reflected in classical Islamic texts, as well as different aspects of the social, economic, political, and ritual lives of women in various Islamic societies.
Meets multicultural requirement; meets Humanities I-B requirement.
A. Steinfels
2 meetings (75 minutes); 4 credits; enrollment limited to 25

***208fs Texts and Readers: Introduction to the Religious Classics of Judaism**
(Se Jewish Studies 208fs)

***209f East Meets West, From Dante to Disney**
This course will focus on European and American perceptions of the Arab and Islamic world and on counter-images and critiques produced by Arab and Muslim authors. Moving from the medieval to the contemporary period, we will look at poetry, novels, travel narratives, movies, and other materials reflecting the distinctive ways in which Europeans and Americans have both stigmatized and romanticized the Islamic "East." We also will read theoretical materials analyzing the discourse of Orientalism.
Meets multicultural requirement; meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits

210s Religious Ethics
This course explores the ethical implications of religious convictions, particularly implications relevant to personal decisions.

It introduces ethical principles through an examination of scriptural sources, a selection of major moral thinkers, and illustrative moral dilemmas. Among the concerns of the course are the components and motives of personal decision, the values and liabilities of fixed norms and principles, and the nature of personal responsibility.
Meets Humanities I-B requirement.
J. Crosthwaite
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

***211f Religion of the Ancient Near East**
This course offers a historical survey of the development of religious thought and life in Mesopotamia, Egypt, and the Mediterranean world as reconstructed by archaeology and through an examination of ancient documents.
Meets Humanities I-B requirement.
The department
2 meetings (75 minutes); 4 credits

***212f Introduction to Judaism**
(Same as Jewish Studies 212fs) Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.
Meets Humanities I-B requirement.
L. Fine
4 credits; enrollment limited to 25

***215fs Jewish Spiritual Autobiographies**
(Same as Jewish Studies 215s) Along with such genres as letters, ethical wills, travel accounts, and other personal communications, spiritual autobiographies and diaries often reveal what people actually thought and felt about matters important to them. These sources provide insight into religion as lived experience. This course studies autobiographical accounts of Jewish religious figures from the medieval period to the contemporary. We include narratives by both women and men, philosophers, mystics, messianic pretenders, travelers, authors of Holocaust memoirs, and other contemporary Jews. Taken together, such accounts bring to life the diversity of spiritual quests in which Jews have engaged.
Meets Humanities I-B requirement.
L. Fine
2 meetings (75 minutes); 4 credits; enrollment limited to 20

217f Midrash: Early Rabbis Wrestle with the Bible
(Same as Jewish Studies 217f(01)) This course examines the interpretive culture that gave rise to and comprises Rabbinic Judaism in the first centuries of the common era. It focuses on the interpretations of the Hebrew Bible by the early rabbis, to gain an appreciation of their richly imaginative world. How do the rabbis creatively read the Scriptures in the light of their theological, ethical, and religious perspectives?
Meets Humanities I-B requirement.
L. Lyke
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***218fs Women in American Religious History**
This course is a critical study of significant women (Anne Hutchinson, Mother Ann Lee, Mary Baker Eddy, Ellen Gould White, Aimee Semple McPherson, Dorothy Day, and others) and their roles in the pluralistic character of American religion. It raises central questions concerning leadership, marginality, deviant behavior, and criticism of women. Students are expected to contribute to the course by their participation and individual research.
Meets Humanities I-B requirement.
The department
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***220fs Ethics and Public Policy**
This course focuses on ethics in the public sphere, on moral aspects of international, national, and institutional policy. It is

concerned with evidence in policies and their formulation, of values with theological or religious roots. Emphasis is on thinkers who embody a double concern: religious/moral values and some area of public policy. Issues considered may include distribution of natural resources, national defense policy, health care distribution, gender, poverty, and the distribution of wealth.
Meets Humanities I-B requirement.
J. Crosthwaite
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

221f Religious Movements in America
This course is a study of the historical and theological development of the religious traditions in America, an assessment of the influence of these traditions on American civil institutions, and an examination of selected contemporary religious movements.
Meets Humanities I-B requirement.
J. Croshwaite
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***222f Engendering Judaism: Women and Jewish Tradition**
(See Jewish Studies 222f)

***223s Christian Doctrine and Thought I**
From the beginnings through the time of Thomas Aquinas. Emphasizes such matters as developing notions of institutional and canonical authority; Christological formulations and debates; doctrines of salvation, sacramentalism, and monasticism; and theological formulations as they are reflected in the various documents and writings of the period.
Meets Humanities I-B requirement.
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

225s Religion and Violence
This course will investigate pervasive connections between religion and violence as they are theorized in classical texts such as Benedict de Spinoza's *Theologico-Political Treatise* and David Hume's *Natural History of Religion*. It will then examine scholarly responses to contemporary religious violence, through texts such as Mark Juergensmeyer's *Terror in the Mind of God* and Bruce Lincoln's *Holy Terrors: Thinking About Religion After September 11*. The aim of this course is not to discern a universal feature that predisposes religion to violent action but instead to create conditions for responsible action in the face of persisting religious violence.
Meets Humanities I-B requirement.
H. Atchley
2 meetings (75 minutes); 4 credits; enrollment limited to 30

226f Introduction to the Philosophy of Religion
(Speaking- and writing-intensive course; same as Philosophy 226fs) This course begins its survey of the discipline of the philosophy of religion with the work of Augustine. We then proceed to an examination of the classical theistic arguments for knowledge of God's existence (those of Anselm, Aquinas, and Maimonides) that dominated Scholastic thought and consider the criticisms of these approaches by Enlightenment philosophers such as Kant. We trace the rise of experience as the central category of pietism and romanticism in the texts of Schleiermacher and Coleridge and in the poetry of Novalis. Finally, we focus on the pragmatic tradition in American philosophy of religion, especially in the work of William James, Josiah Royce, and Cornel West.
Meets Humanities I-B requirement.
J. Grayson
2 meetings (75 minutes); 4 credits; enrollment limited to 35

227f Yoga Traditions
This course engages the philosophies and practices of yoga from ancient South Asian religious to modern global secular forms. Yoga entails training in postural, respiratory, and contemplative techniques for well-being. Yogic techniques are central to religions of ancient South Asian origin, wherein yoga is a means to such varied goals as knowing the true self, experiencing nirvana, meeting god, making good karma, and curing ailments. We will examine the roots of yogic practice in the Vedas and the Bhagavadgita, and its flowering in the subsequent highly pluralistic world of yogas, including Patanjali, hatha yoga,

tantra, gurus, low-impact exercise, and stress management.
Meets multicultural requirement; meets Humanities I-B requirement.
S. Heim
2 meetings (75 minutes); 4 credits; enrollment limited to 30

228s On Human Freedom: Lordship and Bondage in Religion and Culture
This course offers a critical investigation of selected materials taken from Eastern, Western, and Third World religious and cultural texts and customs in order to appreciate their respective views on human freedom. Particular attention is given to the varied definitions and meanings of freedom; the master/slave relationship as a universal paradigm for reflecting on freedom; some moral and ethical implications associated with the idea of freedom; and the connections among freedom, will, and human identity.
Meets multicultural requirement; meets Humanities I-B requirement.
J. Grayson
Prereq. Religion 100 or 226, or permission of instructor; 2 meetings (75 minutes); 4 credits

***230fs Spirituals and the Blues**
(Speaking- and writing-intensive course) This course examines and analyzes African American music as a primary textual source for understanding philosophical and religious language within that community. It addresses various questions: What are the central philosophical and religious themes expressed within the text? How are these themes reflected in the music? What is the intrinsic character of the spirituals and the blues? Is there such a thing as a "music of oppression?" In what way(s) does the black experience contribute to philosophical and religious understanding, as well as the use of language? What does this material suggest about the connections among art, literature, and experience?
Meets multicultural requirement; meets Humanities I-B requirement.
J. Grayson
Prereq. soph, jr, sr; 1 meeting (2 hours, 30 minutes); 4 credits; enrollment limited to 45

235f Introduction to Jewish Mysticism
(Same as Jewish Studies 235f) Mysticism refers to a type of religious life in which individuals seek intimate and personal, direct and intense experience of the Divine. There exists a rich and fascinating Jewish mystical tradition with hundreds of books of diverse kinds. This course examines the Kabbalah of thirteenth-century Spain, focusing upon the seminal work of this period, the Sohar; the synthesis of mysticism and messianism that occurred in the city of Safed (in the Land of Israel) in the sixteenth century; and the popular pietistic movement of eastern Europe from the eighteenth century forward, Hasidism; and various expressions of mystical spirituality in our own time.
Meets Humanities I-B requirement.
L. Fine
2 meetings (75 minutes); 4 credits

241s Women and Buddhism
(Same as Gender Studies 210) The course examines Buddhist representations of women and women's representations of Buddhism. We will study materials by and about Buddhist women from Thailand, India, China, Tibet, Japan, and the U.S. Some of the questions we will ask are: How are women portrayed in Buddhist literature? How do they portray themselves? How have Buddhist women responded to sexism in their communities? How have Buddhist women contributed to the development of new Buddhist institutions?
Meets multicultural requirement; meets Humanities I-B requirement.
S. Mrozik
2 meetings (75 minutes); 4 credits; enrollment limited to 20

***245fs The Quest for Meaning after the Holocaust**
(Same as Jewish Studies 245fs) The destruction of European Jewry by the Nazis during the Second World War was the most devastating tragedy in all of modern Jewish history, and perhaps of the twentieth century as a whole. The Holocaust poses fundamental questions for all people about what it means to be human, the nature of social community, and about religious faith and tradition. This course explores significant attempts to

come to grips with these moral and philosophical questions through literature, religious thought, and film, including the work of Paul Celan, Primo Levi, Elie Wiesel, Aharon Appelfeld, Arthur Cohen, Richard Rubenstein, Jean Amery, Claude Lanzmann, Eva Fogelman, and Pierre Sauvage.
Meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits

***250s Zen and Japanese Culture**
(Same as Asian Studies 250s) This course inquires into the relationship between the teachings of Zen Buddhism and the various manifestations of Japanese culture. It begins with a reading of the history of Zen Buddhism and basic writings of Zen masters such as Hui Neng, Rinzai, and Dogen. It then examines writings by Zeami, Rikyu, and Basho, masters of the Japanese arts of No theatre, the way of tea, and the composition of haiku. Students are expected to perform such arts in class.
Meets multicultural requirement; meets Humanities I-B requirement.
2 meetings (75 minutes); 4 credits; enrollment limited to 60

***255fs Dimensions of Contemporary Judaism in America**
(Same as Jewish Studies 255fs) Contemporary Judaism in America is in a state of extraordinary ferment and creative transition. This course will explore significant aspects of this ferment, including ritual innovation and experimentation, theological creativity, Jewish feminism, the growing interest in Jewish spirituality, Jewish environmentalism, Zionism, and the religious repercussions of the Holocaust.
Meets Humanities I-B requirement.
L. Fine
2 meetings (75 minutes); 4 credits; enrollment limited to 20

***261f Hinduism**
(See Asian Studies 261f)

***262s Confucianism and Taoism**
(Same as Asian Studies 262s) A survey of two major religious traditions in East Asia, particularly in China, with special attention given to the textual tradition such as Analect, Tao Te Ching, Mencius, Mo Tzu, Chuang Tsu. Some attention is directed to popular Taoism's chronic themes such as longevity, rejuvenation, medicine, and martial art.
Meets multicultural requirement; meets Humanities I-B requirement.
Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

263f Buddhism
(Same as Asian Studies 263f) Some scholars have argued that there is no such thing as "Buddhism" in the singular, but only "Buddhisms" in the plural. This course introduces students to the historically and culturally diverse expressions of Buddhism. We will ask ourselves what Buddhism has meant to different people in different times and places, with particular attention to changing conceptions of belief and practice. Among the traditions we will study are Theravada, Zen, Pure Land, and Tantra.
Meets multicultural requirement; meets Humanities I-B requirement.
S. Mrozik
2 meetings (75 minutes); 4 credits; enrollment limited to 30

***265s Holy Feast, Holy Fast: Sacred Food and Eating in Judaism**
(Same as Jewish Studies 265s) This course explores the role of food and eating in Jewish religious culture, but will also include a significant comparative religious dimension. Topics will include the ritual, religious, and social significance of the dietary laws in Judaism, the symbolic foods of Passover and other festivals, fasting and ascetic attitudes toward food, as well as food culture as a marker of Jewish identity.
Meets Humanities I-B requirement.
L. Fine
2 meetings (75 minutes); 4 credits; enrollment limited to 18

267f Buddhist Ethics
This is an introduction to contemporary and classical Buddhist ethical ideals. Working with primary and secondary sources, we will ask the following questions: Is the universe moral? What are Buddhist ethical ideals and who embodies these? How do contemporary Buddhists interpret classical ethical ideals? What moral dilemmas do Buddhists face today? How do Buddhists grapple with moral

ambiguity? We will consider the perspectives of Buddhists from different cultures including India, Sri Lanka, Thailand, Vietnam, Japan, and the United States.
Meets Humanities I-B requirement.
S. Mrozik
2 meetings (75 minutes); 4 credits; enrollment limited to 20

***268f Buddhist Literature from Ginsberg to Gautama**
(Same as Asian Studies 267f) This course is an introduction to Buddhist literature. We will read and discuss works from diverse cultures and historical periods, including contemporary North American Buddhist fiction, ancient Indian biographies of the Buddha, and medieval Japanese Buddhist poetry. We will ask how Buddhists, living in different times and places, have imagined the path to liberation.
Meets multicultural requirement; meets Humanities I-B requirement.
S. Mrozik
2 meetings (75 minutes); 4 credits; enrollment limited to 18

275s The Ethics of Interpersonal Relations in Judaism
(Same as Jewish Studies 275(01)) As in other religious traditions, interpersonal relations are central to Judaism. Drawing upon both classical and modern textual sources, this course explores such themes as responsibility, compassion, humility, and honesty in interpersonal affairs. It also considers notions of love, friendship, and teacher-disciple relations, both between individuals and in the context of religious community.
Meets Humanities I-B requirement.
L. Fine
2 meetings (75 minutes); 4 credits; enrollment limited to 25

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, permission of department; 1 to 4 credits

***303fs Records of the Life of Jesus**
This course offers a critical analysis and evaluation of the New Testament materials dealing with the life and teachings of Jesus. It discusses some contemporary, historical, and theological approaches to the Gospel records.
Meets Humanities I-B requirement.
Prereq. 8 credits in department, Religion 110 or 204 strongly recommended, or permission of instructor; 1 meeting (2 hours); 4 credits

***304f Topics in Biblical Studies**
This seminar explores the history of Judaism and Christianity as reflected in ancient religious writings, particularly those that eventually became part of the Hebrew Bible and the New Testament. In any given semester the seminar may be organized around a particular theme (e.g., those writings that did not make it into the Bible) or a particular person or literature (e.g., the apostle Paul and his writings). Topics are announced in advance of the semester in which the course is to be given.
Meets Humanities I-B requirement.
Prereq. previous course in Hebrew Scripture or New Testament; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***305s The Hebrew Prophets**
This course is an intensive study of the Hebrew prophets, their lives, and their messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern times, using a variety of authorities.
Meets Humanities I-B requirement.
A. Steinfels
Prereq. Religion 203 and 4 credits in department; 1 meeting; 4 credits

***306s Sex and the Early Church**
(Same as Gender Studies 333) This course examines the various ways first- through fifth-century Christians addressed questions regarding human sexuality. We will concentrate on the rise of sexual asceticism and pay particular attention to the relationship between sexuality and issues of gender, culture, power, and resistance. Primary readings will include letters, narrative accounts of female and male ascetics, monastic rules, and "heretical" scriptures. These will be supplemented by modern scholarship in early Christian studies and history of sexuality.

Meets Humanities I-B requirement.
M. Penn
Prereq. previous course in religion or gender studies; 4 credits; enrollment limited to 15

***311f Sufism: The Mystic Path in Islam**
Exploration of the mystical tradition in Islam known as Sufism, from its origins in medieval Iraq to its role in contemporary Islamic societies. This course focuses on how the Sufi pursuit of unity with, or annihilation in, God relates to the core monotheistic beliefs of Islam. Sufi theories and practices are studied through primary source materials. Special attention will be paid to issues of orthodoxy, heresy, and antisocial behavior in the history of Sufism.
Meets multicultural requirement; meets Humanities I-B requirement.
A. Steinfels
2 meetings (75 minutes); 4 credits; enrollment limited to 20

313s The Song of Songs: A Theology of Love
While the Song of Songs strikes the modern reader as remarkably moving and graphic love poetry, Jews and Christians have traditionally understood it to be about the love between God and human beings. This course explores the song's literary beauty and poetics, as well as later rabbinic and Christian theological interpretations.
Meets Humanities I-B requirement.
L. Lyke
Prereq. jr, sr, 8 credits in department or permission of instructor; 4 credits; enrollment limited to 15

***315f Forging Early Christian Identities**
This seminar explores how first- through third-century Christians struggled to forge a coherent self-identity. We look at early Christian letters to the Roman emperor, anti-Jewish tractates, New Testament writings, accounts of Christian martyrs, depictions of Satan and his minions, descriptions of early heresies, and an ancient exorcism manual. Our investigations will employ several critical models from anthropology, sociology, and cultural studies to explore the dynamics of how the ancient church defined who was and was not Christian.
Meets Humanities I-B requirement.
The department
Prereq. previous course in religion; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

***319s Women and Early Christianity**
This seminar investigates the role of women in the New Testament and in early Christian communities. We will explore controversies concerning women's leadership in the early church as well as the role of gender and gender imagery in the development of early Christian thought and practice. Our seminar will look at ancient marriage guides, misogynistic satires, New Testament gospels, Pauline letters, accounts of female martyrs, early church manuals, Christian art, theological tractates, and accounts of female saints. We also will examine how recent work in women's studies and queer theory can help us better understand the power dynamics of early Christianity.
Meets Humanities I-B requirement.
Prereq. Religion 204, 206, or 315; 4 credits; enrollment limited to 15

322s Modern Theology
This course is a study of representative theologians in the nineteenth and twentieth centuries who have made significant contributions to religious thinking in the West. Thinkers include Kierkegaard, Schleiermacher, Bultmann, Barth, Tillich, and others. Emphasis is on the nineteenth century.
Meets Humanities I-B requirement.
J. Grayson
Prereq. 8 credits in department, Religion 226 recommended, or permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 20

323f Topics in Contemporary Theology

Fall 2007

323f(01) Modern Mythmaking and Religion
The power of sacred myths to shape cultural worldviews is extraordinary. This course examines, compares, and critiques this phenomenon in an attempt to understand how it informs the spiritual journey. From *Siddhartha* to *The DaVinci Code*, chronicles

on religious personalities have commanded rapt attention throughout history. Using the structural analysis of Geertz, Tillich, Eliade, and Crites, texts such as *Life of Pi*, *The Alchemist*, *The Matrix*, and other prominent accounts will be placed against the great spiritual stories of major religious traditions in order to determine their status as contemporary sacred myths.
Meets Humanities I-B requirement.
J. Grayson
Prereq. 8 credits in department or permission of instructor; 1 meeting (2 hours, 20 minutes); 4 credits; enrollment limited to 18

**Theology Meets the Matrix*
(Speaking- and writing-intensive course) Nineteenth-century theologians Schleiermacher, Hegel, and Kierkegaard believed that speculation, necessity, and mechanistic perfection were dangerous ideas that had conquered their world. The way to break free from these powers was to reconsider the meaning of religion. As we enter the twenty-first century, we have come full circle. Technology (*The Matrix*) threatens our humanity and genuine religious sensibility by "blinding" us from truth. We are slaves to a force larger than ourselves, a reality created by machines. This course seeks to show how *The Matrix* is a contemporary text for understanding the similar (and dissimilar) forces that shaped the nineteenth and twenty-first centuries.
Meets Humanities I-B requirement.
J. Grayson
Prereq. Religion 226 plus 4 additional credits in department, or permission of instructor; 4 credits; enrollment limited to 18

**Feminist Theologies*
(Same as Women's Studies 333f(03)) Mary Daly, Elisabeth Schussler Fiorenza, Phyllis Trible, and Naomi Goldenberg, among others, have argued that traditional Jewish and Christian theological systems have overlooked the needs, concerns, histories, and contributions of women. Their challenges range from the historical modification of a presumably unbiased religious system to the outright rejection of a so-called patriarchal establishment. Whatever their approach, feminist theologies offer diverse and incisive tools for understanding how a theological system operates, how transitory cultural assumptions become embedded in ongoing doctrines, and how apparently minor adjustments can have significant ripple effects.
Meets Humanities I-B requirement.
Prereq. 8 credits in department or permission of instructor; 2 meetings (75 minutes); 4 credits

**The Women Who Shaped the Mind of Frederick Douglass*
Eight women—Harriet Bailey, Betsey Bailey, Sophia Auld, Anna Murray, Julia Crofts-Griffiths, Annie Douglass, Ottilia Assing, and Helen Pitts—occupied crucial roles in the formation of Frederick Douglass's mind. In this seminar we will read closely Douglass's three autobiographies and related primary sources in order to discern the theological significance these women had for him. Students also will be introduced to contemporary readings in theological hermeneutics in order to consider its implications for reading and interpreting autobiography.
Meets Humanities I-B requirement.
J. Grayson
Prereq. 8 credits in department or permission of instructor; 1 meeting (2 hours, 15 minutes); 4 credits; enrollment limited to 18

***325fs Asian Religions**
(Same as Asian Studies 325) This course provides the opportunity for intensive study in Asian religious traditions. One of the traditions listed here is considered each time the course is offered. The student may therefore receive credit more than once. I. The Islamic Tradition II. History of Chinese Thought III. Japanese Religious Traditions IV. Hinduism
Meets multicultural requirement; meets Humanities I-B requirement.
Prereq. 200-level religion course or permission of instructor; 4 credits

***326fs Buddhism in the Pioneer Valley**
This course is a research seminar on Buddhism in the Pioneer Valley. We will begin by studying the history and development of Buddhism in North America, then turn our attention to local Buddhist communities. Students will design and execute individual research projects on some aspect of Buddhism in the Pioneer Valley.

Meets Humanities I-B requirement.
S. Mrozik
Prereq. soph, jr, sr, 4 credis in religion, Asian studies, or anthropology; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

332s Seminar in American Religious History
This course offers advanced students an opportunity to investigate with some sophistication a problem that requires careful attention to research methods, to critical literature, and to writing. Seminar topics include people, periods, or problems that have a particular bearing on religion in America.

332s(01) The Shakers
(Same as Gender Studies 333s(02)) This course will examine the historical and cultural creation of the Shaker society, the religious vision of an alternative society whose birth and development paralleled that of the new American nation. By contrast and by imitation, the separate Shaker route thus offers an intriguing critique of American society and its values and an unusual laboratory for examining a religious community based on a dual godhead.
Meets Humanities I-B requirement.
J. Crosthwaite
Prereq. jr, sr, 8 credits in department, Religion 221 or permission of instructor; 2 meetings; 4 credits; enrollment limited to 25

**332s Creation vs. Evolution*
A distinctive mark of Western thought in the nineteenth century was its fascination with "the origin of things." The origin of the species and the origin of the universe are two prime examples. These two concerns, in particular, had a decisive impact on how religion and science came to be understood and expressed in the twentieth century. As a consequence of the ensuing public debate, this question of "origins" presented a direct challenge to the received theory of creation, the meaning of miracles, as well as the nature of biblical inspiration.
Meets Humanities I-B requirement.
Prereq. jr, sr, 8 credits in department, Religion 221 or permission of instructor; 2 meetings; 4 credits; enrollment limited to 20

345s Topics in the Study of Islam
This course offers advanced students an opportunity to investigate with some sophistication a problem that requires careful attention to research methods, to critical literature, and to writing. Topics will include issues that have a particular bearing on Islamic religious traditions.

345s(01) Islam in the Twenty-first Century: Readings in Islamic Fundamentalism and Liberalism
This course will explore the history of the most important ideas and trends in contemporary Islamic thought, beginning with their roots in the great classics of the Islamic tradition by Ibn Khaldun, al-Ghazali, and Ibn Taymiyya. Close reading of the most important modern Muslim thinkers, including Muhammad Abduh, Muhamad Iqbal, Sayyid Qutb, Ali Shariati, Fazlur Rahman, and Mohammed Arkoun.
Meets multicultural requirement; meets Humanities I-B requirement.
D. Brown
Prereq. Religion 201, 202, 205, or 207 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

**Sufism: The Muslim Mystical Experience*

**Islam in South Asia*
This course will examine the spread and development of Islamic religious traditions in South Asia, i.e., India, Pakistan, and Bangladesh. Particular attention will be paid to different modes of interaction with the indigenous, largely Hindu, traditions, including conversion, accommodation, and conflict. The relationship between political and religious identities, the partition of South Asia on religious lines, and the recent growth of fundamentalism and religious violence, will also be covered.
Meets multicultural requirement; meets Humanities I-B requirement.
A. Steinfels
Prereq. Religion 201, 202, 205, or 207, or permission of instructor; 4 credits

***350fs Special Topics in Judaism**
A study of a particular problem of inquiry, topic, or theme, with a comparative focus.

**350f(01) Contemporary Jewish Ethics*
(Same as Jewish Studies 350f(01)) This course will explore issues of contemporary ethics from the point of view of Jewish religious thought and tradition. Topics will include medical and genetic ethics, death and dying, family and sexual ethics, ethics of war, poverty, and the environment. The course will explore these issues in the context of theoretical approaches to questions of religion and ethics.
Meets Humanities I-B requirement.
Prereq. 8 credits in religion or Jewish studies, or permission of instructor; 2 meetings (75 minutes); 4 credits

**350s(01) Love, Friendship, and Interpersonal Relations in Judaism*
(Same as Jewish Studies 350s(01)) This course will explore ideas and practices having to do with interpersonal relations in Judaism, particularly notions of love and friendship in various contexts: teachers and disciples, fellow students, wives and husbands, and among members of specific communities, including intentional fellowships. There will be a special focus on traditions and communities rooted in Jewish mystical tradition, including Hasidism.
Meets Humanities I-B requirement.
Prereq. 8 credits in religion or Jewish studies, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 12

***352f Written on the Body: Body Images and Practices in Religious Traditions**
This course examines body images and practices in diverse religious traditions around the world. Working with different methodological and theoretical perspectives, we will ask the following questions: What are bodies? How do body images perpetuate or challenge religious and social norms? What roles do bodies play in religious experience? We will generate answers to these questions by investigating a wide range of religious phenomena including healing rituals, relics, saints, fasting, asceticism, and modest dress.
Meets Humanities I-B requirement.
S. Mrozik
1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of department; 1 to 8 credits

Romance Languages and Literatures

The major and minor in Romance languages and literatures are administered by the Romance Languages and Literatures Committee: Professors Gelfand (French, on leave spring 2008), Vaget (French, on leave fall 2007); Associate Professors Arnold (classics), Debnar (classics), Romero-Diaz (Spanish, *chair*); Assistant Professors Chierichini (Italian, on leave 2007–2008), Crumbaugh (Spanish), Frau (Italian), Gundermann (Spanish, on leave fall 2007), Mosby (Spanish).

Contact Persons

Mary Fanelli, *senior administrative assistant*
Nieves Romero-Díaz, *chair*

The major program in Romance languages and literatures is designed to assure fluency in at least two Romance languages, as well as knowledge of the literatures and cultures they represent. The student is encouraged to view language/literature/culture in its interrelatedness and combine linguistic proficiency with cultural and literary expertise. She will develop skills of communication and the critical tools to explore matters of aesthetics, cultural studies, history of ideas, and gender studies. A major in Romance languages and literatures can lead to a variety of national and international careers from government to fashion, from the culinary arts to banking, and from film to teaching.

Requirements for the Major

The Romance languages and literatures major includes work in two of the following Romance languages: French, Italian, Portuguese, and Spanish. The student will select two languages, one for primary and one for secondary emphasis. The student is also encouraged to attain intermediate-level competence in a third Romance language or Latin. Students interested in Portuguese should consult the chair of the committee for appropriate Five College courses.

Credits

- A minimum of 40 credits
- 28 credits must be at the 300 level

Courses

- The 28 credits at the 300 level should be divided as follows:
    - 16 credits should be dedicated to the language and literature of primary emphasis.
    - 12 credits should be dedicated to the language and literature of secondary emphasis.
- French 203 and below and Spanish/Italian 201 and below do not count toward the 40-credit minimum.

Other

- Advanced courses in the major should be chosen to provide both a varied background and a means of focusing and unifying the major.
- In the years when it is offered, qualified students are expected to elect the Seminar in the Romance Languages and Literatures (375).
- Normally the student is well advised first to broaden her acquaintance with the two principal cultures in which she is working, then to select a more specific aspect—a topic, theme, period, literary form, or genre, for example—around which to organize her choice of courses. Students desiring to develop an advanced knowledge of languages as their specific focus can consider advanced language courses in French, Italian, Portuguese, and Spanish that are available through the Five College Consortium.
- No more than 4 credits of independent study (not including thesis credits) may be

counted toward the 28 required credits at the 300 level. Independent Study credits taken as part of an honors thesis do not count toward the requirements for the major.

Romance languages and literatures is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

Study Abroad

Students should enhance their major by spending an academic year in a country where one of the languages of their major is spoken. Students who plan to take part in a study abroad program must consult both the chair of the Romance languages and literatures committee and the chair of the target language. Normally, credits earned while studying abroad satisfy some of the requirements of the major.

Allied Courses

Students are advised to complement their study of Romance languages and literatures with related courses in the fields of humanities and social sciences. These courses should broaden the cultural and linguistic expertise of the student.

Requirements for the Minor

Students are expected to select a Romance language for primary emphasis and another one for secondary emphasis.

Credits

- A minimum of 16 credits

Courses

- For the language of primary emphasis:
    - At least 4 credits at the 200 level and
    - 4 credits at the 300 level, with completion of specified prerequisites
- For the language of secondary emphasis:
    - 8 credits at the 200 level
- French 203 and below and Spanish/Italian 201 and below do not count toward the 16-credit minimum.

Other

- More than the minimum 4 credits at the 300 level are encouraged in the primary or secondary language.

A student majoring in a Romance language may not include that language in a Romance languages and literature minor.

Course Offerings

105f First-Year Seminar
Seminar in Reading, Writing, and Reasoning

Fall 2007: Sex and the City: Gender-Power Relations in Early Modern Europe
(Writing-intensive course; first-year seminar; taught in English; same as French 120, Spanish 105, and Italian 106) Political, social, and economic life was radically changed by growth of Europe's cities between medieval and modern times. These changes were debated in sexual terms as conflicts between men and women. As we study short stories from early modern France (Madame de Lafayette), Italy (Giovanni Boccacio), and Spain (Miguel de Cervantes and María de Zayas), and place them in their historical contexts, we will ask questions such as: To what extent do these works challenge or reinforce dominant models of gender relations and negotiate concepts and institutions such as marriage, honor, patriarchy, and blood purity? How do those topics apply to us today?
Meets Humanities I-A requirement.
N. Romero-Diaz
Prereq. fy or permission of instructor; 4 credits; enrollment limited to 16

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. permission of department; 1 to 4 credits
Note: *Independent study credits taken as part of an honors thesis do not count toward the requirements for the major.*

***375s Seminar in Romance Languages and Literatures**
This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students are expected to read works in at least one original language. Papers will be written in the Romance language of the student's choice.

Spring 2007: From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American New Cinemas
(Same as Spanish 361s, Italian 360s, Film Studies 370s, and French 321s) In this seminar, we will study the cross-cultural influences between Italian neorealism, the French *nouvelle vague*, and the New Latin American Cinemas. Both the Italian and the French movements represent models and counterpoints for those Latin American filmmakers of the 1950s and 1960s who sought to redress the dominance of the realist American model in Latin America and the domination of the markets by the products of Hollywood. The New Latin American Cinemas, in turn, paved the way toward the emergence of Third Cinema. We will study films, as well as cinematic theory, from Italy, France, the Soviet Union, Japan, Cuba, Brasil, Argentina, and Mexico.
Meets multicultural requirement; meets language requirement or Humanities I-A requirement.
C. Gundermann
Prereq. permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16
Note: *Papers will be written in English or the Romance language of the student's choice. Students wishing to obtain 300-level credit in Spanish, Italian, or French must read texts and write papers in the Romance language for which they wish to receive advanced credit.*

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. permission of department; 1 to 8 credits
Note: *Independent study credits taken as part of an honors thesis do not count toward the requirements for the major.*

Russian and Eurasian Studies

The majors and minors in Russian and Eurasian studies are administered by the Department of Russian and Eurasian Studies: Professors Cruise, Jones; Associate Professor Scotto (*chair*); Assistant Professor Glebov; Visiting Assistant Professor Pleshakov; Senior Lecturer Downing.

Contact Persons

Carmen Sullivan, *senior administrative assistant*
Peter Scotto, *chair*

Department Web Site

http://www.mtholyoke.edu/acad/russ

The revitalized post-Soviet Russia offers a wealth of new areas to explore. Whether your interest lies in Russia or one of the other independent states that make up the CIS, a wide range of careers is available for individuals with ambition, energy, and imagination. Employment opportunities for Americans trained in Russian and Eurasian studies include work in business and international trade, journalism, national resources management, environmental protection, nongovernmental and charitable organizations, peace and security. Since the breakup of the Soviet Union, it has become ever easier for students to study and work in Russia and the neighboring countries of Eurasia. Students wishing to focus on Eurasia will find that mastery of Russian and a grasp of Russia's historical role on the Eurasian continent are essential to developing a deep understanding of regions where native non-Russian peoples lived under Russian and Soviet rule. Students who major in Russian literature and culture or Russian studies will also gain a background in Eurasia, where such concerns as global energy resources and the influence of Islamic culture, to name only two, are at the forefront.

The diverse peoples and cultures of both Russia and the non-Russian states will all play a determining role in the future economic and political development of Eurasia. For this reason, the Department of Russian and Eurasian Studies offers programs of study that are intended to develop a critical awareness of both Russia and Eurasia and to provide the linguistic and intellectual tools necessary for sustained engagement with this area of the world. For students who do not choose to major in the department, the experience of recent alumnae has shown that study in the field can be profitably combined with majors in history, economics, international relations, environmental studies, or the natural sciences. (Mount Holyoke alumnae with minors in Russian and Eurasian studies can currently be found working in U.S. consulates in Russia and Eurasia and in the oil fields of Siberia.) These students may wish to consider one of the several minor tracks offered by the department.

Getting Started in Russian

A student coming to Mount Holyoke with no background in Russian should enroll in Russian 110–111, our course in beginning Russian. This yearlong 12-credit introduction (6 credits per semester) to Russian language and culture will help a student to progress quickly and to acquire both strong oral proficiency and a firm grasp of grammatical concepts. This new course makes it possible for a student to begin studying Russian in her sophomore year and still complete the requirements for a major in Russian and Eurasian studies by the time she graduates.

Students who have previously studied Russian and plan to elect Russian language should consult with the department for individual placement.

(For other courses recommended for study in the first year, see below, after the "Study Abroad" section.)

Study Abroad

Study abroad is highly recommended and may be used toward fulfillment of major requirements.

The department has a guide to study abroad which describes summer, semester, and yearlong programs offered for undergraduates. Since admission to many Russian study abroad programs is competitive, students are advised to consult early in their academic careers with members of the department. We have had great success in getting our students into these competitive programs.

Opportunities to study the non-Russian languages of Eurasia are rapidly expanding. Summer immersion programs and summer and academic-year programs abroad offer instruction in Armenian, Georgian, Azeri, Uzbek, Tajik, Polish, Czech, Ukrainian, Bulgarian, Estonian, and others. In some cases, applicants may be expected to have an intermediate-level command of Russian in order to participate.

In addition to RES 110–111, recommended courses for first-year study include:

- RES 151(01), *Anna Karenina*: Loving to Death (first-year seminar)
- RES 151(02), Crown Jewels of Russian Culture (first-year seminar)
- RES 151(03), Ivan the Fool and the Baba Yaga: The Enchanted World of Russian Fairy Tales (first-year seminar)
- RES 131, Introduction to the Peoples and Cultures of Eurasia (first-year seminar)

Courses on Russian literature and culture may be used to satisfy the distribution requirement in the humanities—arts, language, and literature. Courses on Russian history and politics (such as RES 131 and 205, offered every other year) may be used to satisfy distribution requirements either in the humanities or social sciences.

The Majors

The Department of Russian and Eurasian Studies offers two majors:

- Russian Literature and Culture
- Russian and Eurasian Studies

These are distinct but connected majors. In both majors, students will learn about the interconnections between language, literature, politics, and history.

The major in Russian literature and culture explores the rich cultural heritage of Russia and the unique contributions Russia has made to world culture, especially during the nineteenth and twentieth centuries. Departmental offerings concentrate on Russia's achievements in culture and literature, but students are encouraged to take elective courses in Russian film, religion, and art at Mount Holyoke and the Five Colleges.

The interdisciplinary major in Russian and Eurasian studies explores the historical, economic, political, and cultural interconnections among the peoples of the former Soviet Union, Eastern Europe, the Caucasus, and Central Asia. In addition to offerings within the department, courses that count toward the major are regularly offered by other departments (economics, geography, history, politics, international relations, and women's studies), in addition to courses in the Five Colleges. Students are urged to take advantage of these opportunities. There are also opportunities for students to travel to the Republic of Georgia during January Term. Students may also pursue their own study abroad option in the new countries of the CIS. The interdisciplinary major exempts students from the College's minor requirement.

Both majors place emphasis on the analysis of texts, on effective oral and written argumentation, and on cooperative learning and independent work. Students who wish to focus their study on the non-Russian areas of northern Eurasia (Ukraine, Caucasia, Central Asia, the Baltics, the non-Russian peoples of Siberia) are invited to design a special major

in consultation with the department. Early consultation is strongly advised.

Requirements for the Major in Russian Literature and Culture

Credits

- A minimum of 36 credits, of which 12 credits must be completed at the 300 level
- A student may, with the permission of the instructor and in consultation with her advisor, enroll in a 200-level course for 300-level credit.

Courses

- Three courses beyond 201, to be chosen from 202, Intermediate Russian; 221–222, Texts and Contexts; *or* advanced courses in literature/culture (consult department)
- RES 205, Russia under the Tsars *or* RES 131, Introduction to the Peoples and Cultures of Eurasia (taught at Amherst College)
- RES 210, Great Books: The Literature of Nineteenth-Century Russia
- RES 211, Topics in Twentieth-Century Russian Literature
- 3 elective courses, 1 each from literature, culture, and politics/history, to be completed at the 300 level.

Requirements for the Major in Russian and Eurasian Studies

Credits

- A minimum of 40 credits, of which 20 must be at the 300 level, divided among three or more disciplines
- When a student has completed two courses at the 200 level, she may, with the permission of the instructor and in consultation with her advisor, enroll in a 200-level course for 300-level credit.

Courses

- Proficiency in Russian language demonstrated by completion of 202 or equivalent
- RES 131, Introduction to the Peoples and Cultures of Eurasia
- RES 205, Russia under the Tsars *or* one-semester survey of Russian history, to be chosen in consultation with the advisor
- RES 210: Great Books: The Literature of Nineteenth-Century Russia
- RES 240, Russia: From Communism to Capitalism
- RES 241, Russia and the West
- RES 395, Independent Study—one semester of independent study with a member of the department in the senior year

Russian and Eurasian studies is an interdisciplinary major. Students who complete an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

Requirements for the Minors

The Minor in Language

The minor in language requires 12 credits above the 100 level, ordinarily drawn from 201, 202, and 221.

The Minor in Language and Literature

The minor in language and literature requires 12 credits above the 100 level, ordinarily drawn from 201, 210, and 211.

The Minor in Culture and Literature

This minor in culture and literature is designed for students who have an interest in Russian literature and culture, but have not studied the language. It requires 20 credits and is not recommended for anyone who wishes to focus on Russia at the graduate level.

The minor ordinarily includes RES 131, 210, 211, and two additional courses to be chosen in consultation with the Russian department, including one at the 300 level.

The Minor in Russian and Eurasian Studies

The minor in Russian and Eurasian studies is designed to encourage an interdisciplinary approach to the study of the former Soviet Union and its peoples and cultures and to develop intermediate-level proficiency in the Russian language.

A minor in Russian and Eurasian studies ordinarily includes Russian 201, or its equivalent, and two courses in Russian studies, including one course at the 300 level.

Teacher Licensure

Students interested in pursuing licensure in the field of Russian and Eurasian studies can combine their course work in Russian and Eurasian studies with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Russian and Eurasian studies, please consult your advisor or the chair of the Russian and Eurasian studies department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Russian and Eurasian studies department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Language and Distribution Requirements

Elementary Russian (110–111) or Intermediate Russian (201 or 202) fulfills the College language requirement.

Courses Taught in Russian

110/111	Elementary Russian
201/202	Intermediate Russian
221	Texts and Contexts: Introduction to Literature (I-A)
302	Advanced Studies in Russian
295/395	Independent Study

Courses Taught in English

131	Introduction to the Peoples and Cultures of Eurasia (III-A)
151(01)	*Anna Karenina*: Loving to Death
151(02)	Crown Jewels of Russian Culture (first-year seminar) (I-A)
151(03)	Ivan the Fool and the Baba Yaga: The Enchanted World of Russian Fairy Tales (first-year seminar)
205	The Romanovs: Triumph and Tragedy
210	Great Books: The Literature of Nineteenth-Century Russia (I-A)
211	Topics in Twentieth-Century Russian: "Literature and Film on Trial" (I-A)
215	Dostoevsky and the Problem of Evil: *The Brothers Karamazov* (I-A)
240	Russian Politics (III-A)/Politics 209
241	Russia and the West (III-A)/ Politics 264
313	New Democracies (III-A)
395	Independent Study

Note: *If the course satisfies a distribution requirement, it is indicated in parentheses. Courses are not taught every year. Please check the course offerings (below).*

Course Offerings

Courses Taught in Russian

110f–111s Elementary Russian
A yearlong introduction to Russian language and culture. Classroom focus on speaking and reading is supplemented by a video series set in post-Soviet Moscow, frequent written assignments, and weekly conversation with native speakers. Completion of the course will provide students with a strong speaking base and the skills to undertake independent reading.
Meets language requirement; does not meet a distribution requirement.
E. Cruise
3 meetings (50 minutes), 2 meetings (75 minutes) plus 1 lab; 6 credits; enrollment limited to 15

201f–202s Intermediate Russian
Emphasis on increasing active command of grammar while focusing on conversational

topics. Readings include poetry, short stories, and magazine and newspaper articles. Classes are conducted mostly in Russian.
Meets language requirement; does not meet a distribution requirement.
P. Scotto
Prereq. Russian and Eurasian Studies 111 or permission of department; 3 meetings (75 minutes) plus 1 meeting (50 minutes) to be announced; 4 credits; enrollment limited to 15

221f–*222s Texts and Contexts: Introduction to Russian Literature
Through focus on a specific theme or idea, we will study a variety of texts and set them into the cultural context that marks them as distinctly Russian. Texts will be selected from a broad range of genres and sources. Introduction to basic bibliography and sources for research in Russian. Readings, discussions, short oral and written reports. Taught in Russian. Topics and meeting times will be in consultation with the department and will be designed to accommodate student interests.

221f Nineteenth-Century Russian Literature
From "Lady into Lassie" to "Lady with the Dog": A study of the nineteenth-century prose and poetry of Pushkin, Lermontov, Gogol, Dostoevsky, Tolstoy, and Chekhov.
Meets Humanities I-A requirement.
S. Downing
2 meetings (75 minutes); 4 credits

**222s Twentieth-Century Russian Literature*
Meets Humanities I-A requirement.
The department
4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
1 to 4 credits

302s Advanced Studies in Russian
Spring 2007: "Russian in Use": A Practicum
Advances language skills by exploring topics of general interest such as geography, education, politics, ecology, and Russian perceptions of America. Practice using external resources, authentic texts, and unscripted listening. Students examine topics from diverse perspectives and are encouraged to develop their own opinions in clear, colloquial standard Russian. Text: S. Rosengrant, *Russian in Use: An Interactive Approach to Communicative Competence.*
Meets language requirement; does not meet a distribution requirement.
S. Downing
Prereq. Russian and Eurasian Studies 221 or permission of instructor; 3 meetings (50 minutes); 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
1 to 8 credits

Courses Taught in English

131s Introduction to Peoples and Cultures of Eurasia
(Taught in English; same as Politics 109s) Explores the past and present of the diverse peoples and cultures inhabiting the territory once dominated by the Russian Empire and the Soviet Union. How has this region been imagined and mapped? How useful are conventional definitions of the boundary between "Europe" and "Asia"? What is meant by "Eastern Europe," "Central Europe," and "Eurasia"? Topics to be considered will include the struggle for a usable past and the emergence of national identity; techniques of imperial rule and colonial domination; formation and dissemination of knowledge about Eurasia; cultural traditions of the region. Designed to help students navigate the world of post-Soviet and post-socialist Eurasia.
Meets multicultural requirement; meets Social Sciences III-A requirement.
S. Glebov
2 meetings (75 minutes); 4 credits
Offered at Amherst College

151f First-Year Seminar

151f(01) Anna Karenina: Loving to Death
(Writing-intensive course; taught in English; first-year seminar) Leo Tolstoy's *Anna Karenina* is an action-packed drama about love and passion, personal freedom and societal expectations, and the costs of living. We will read the text slowly, with attention to the ambiguities that defeat a clear or simple interpretation of the novel's message. We will

screen several films of Anna Karenina and assess interpretations of the novel.
Meets Humanities I-A requirement.
E. Cruise
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

151f(02) Crown Jewels of Russian Culture
(Speaking-intensive course; first-year seminar) We will study masterworks of Russian civilization from a broad range of periods and types. These works of art, architecture, and literature define the essential moments in the formation of the idea of Russian culture. Topics will include: medieval churches and icons; Saint Petersburg: The Venice of the North; Tolstoy, Dostoyevsky, Chekhov, and Nabokov; the Romanov court jeweller Faberge; a film by Eisenstein; Tchaikovsky's ballet; Shostakovich's symphony; and last, but not least, modern Russian dancers such as Nureyev and Baryshnikov.
Meets Humanities I-A requirement.
C. Pleshakov
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

151f(03) Ivan the Fool and the Baba Yaga: The Enchanted World of Russian Fairy Tales
(Writing-intensive course; taught in English; first-year seminar) Using Propp's *Morphology of the Folk Tale* and Bettelheim's *The Uses of Enchantment* as points of reference, we will read and analyze Russian fairy tales, focusing on the collected tales of Afanasiev. We will also explore links between the classic fairy tale genre and several Russian films. Finally, we'll study the fairy tale illustrations of Ivan Bilibin and watch selected animated and live-action versions of Russian fairy tales.
Meets Humanities I-A requirement.
S. Downing
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

205s The Romanovs: Triumph and Tragedy
(Taught in English; same as History 205) We will study defining periods in Russian and world history with an emphasis on the powerful Russian monarchs who shaped them: in particular, Peter the Great, Catherine the Great, Alexander II, and Nicholas II. Russia's tsarist system raises important questions about the nature of the monarchy. The Russian case shows how monarchies can change and develop, and why, ultimately, many of them failed. Why did the Romanovs fail when their relatives, the House of Windsor, did not? Could Russia have survived as a constitutional monarchy? What is the role of a royal dynasty in defining nationhood?
Meets Social Sciences III-A requirement.
C. Pleshakov
2 meetings (75 minutes); 4 credits

***206s Women, Life, and Politics in Modern Russia (1860–2000)**
(Speaking-intensive course; taught in English) The case of Russia offers a compelling example of history's failure to account for women's contributions in shaping a nation's political, social, and cultural identity. We will study Russia's past from the perspective of the women whose courage and sacrifice helped to change the course of history. Topics include the "lady" terrorist revolutionaries of the 1870s, the aborted liberation of women in the new Soviet state, the fighter pilots of World War II, and post-Soviet cultural icons. Texts include fiction, memoirs, film, and contemporary documents. Emphasis on strategies of oral presentation.
Meets Social Sciences III-A requirement.
E. Cruise
2 meetings (75 minutes); 4 credits; enrollment limited to 15

210f Great Books: The Literature of Nineteenth-Century Russia
(Taught in English) In no other culture has literature occupied the central role it enjoyed in nineteenth-century Russia. Political, social, and historical constraints propelled Russian writers into the roles of witness, prophet, and sage. Yet, far from being limited to the vast, dark "Big Question" novels of legend, Russian literature offers much humor, lyricism, and fantasy. We will focus on the Russian novel as a reaction to western European forms of narrative and consider the recurring pattern

of the strong heroine and the weak hero. Authors will include: Pushkin, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.
Meets Humanities I-A requirement.
P. Scotto
2 meetings (75 minutes); 4 credits; enrollment limited to 25

211s Topics in Twentieth-Century Russian Literature

Spring 2008: Literature and Film on Trial
(Taught in English) Art and artists in twentieth-century Russian society were especially challenged by cataclysmic violence—revolutions, wars, and totalitarian oppression. We will study major works of literature and film and place them in the esthetic and political contexts that influenced their creation and their reception in Russia. Artists to be studied include Chekhov, Vertov, Babel, Eisenstein, Bulgakov (*The White Guard*), Kupreyanova, Zamyatin (*We*), Solzhenitsyn, Tarkovsky, Erofeev, Brodsky.
Meets Humanities I-A requirement; meets Russian and Eurasian Studies twentieth-century literature requirement.
E. Cruise
2 meetings (75 minutes); 4 credits; enrollment limited to 25

213s Tolstoy's *War and Peace
(Taught in English) To explain the fundamental conflict in Tolstoy's art, Sir Isaiah Berlin advanced the now famous formula that Tolstoy was a fox (pluralist) struggling to be a hedgehog (monist). Indeed, throughout his life and in his art, Tolstoy sought to shape experience into a single and all-embracing philosophical principle, but he was never able to suppress his extravagant intuition that existence, being contradictory, fragmentary, and ultimately incoherent, defeated attempts at codification. We will read *War and Peace* in an attempt to understand how that irresolvable conflict fuels Tolstoy's intellectual pursuits and informs his theories on art.
Meets Humanities I-A requirement.
E. Cruise
2 meetings (75 minutes); 4 credits

215s Doestoevsky and the Problem of Evil: *The Brothers Karamazov*
(Taught in English) Perhaps no other novelist has delved as deeply into the psychological and metaphysical dimensions of evil as the Russian novelist Fyodor Dostoevsky. This course will be devoted to a close reading of Dostoevsky's landmark novel of murderous passion and parricide, *The Brothers Karamazov*. Why should crime and transgression be a privileged avenue of access into the human interior? How is psychology tied to the metaphysical aspect of human existence? What are the sources of evil—and redemption?
Meets Humanities I-A requirement.
P. Scotto
2 meetings (75 minutes); 4 credits; enrollment limited to 25

240f Russian Politics
(Taught in English; same as Politics 209f) Russia was transformed by communist revolution into a global superpower that challenged the dominant ideologies of liberalism and nationalism. It became a powerful alternative to capitalism. In 1991, this imperial state collapsed and underwent an economic, political, and cultural revolution. What explains the Soviet Union's success for 70 years and its demise in 1991? What sort of country is Russia as it enters the twenty-first century? Is it a democracy? How has Russia's transformation affected ordinary people and Russia's relationship to the West?
Meets Social Sciences III-A requirement.
S. Jones
2 meetings (75 minutes); 4 credits; enrollment limited to 25

241s Russia and the West
(Taught in English; same as Politics 264f) Since its creation at the beginning of the twentieth century, the Soviet Union dominated the minds of Western foreign policy makers. None of the West's policies in the Middle East, the Third World, Europe, or China after World War II can be understood without the study of Soviet foreign policy. We will examine the development of Soviet foreign policy since 1917 and, following the collapse of the USSR in 1991, the role played

by Russia and the former Soviet republics in the far more complex and multipolar "New World Order." What should U.S. policy be toward the emerging new states of the Baltics, Central Asia, and Caucasia?
Meets Social Sciences III-A requirement.
S. Jones
2 meetings (75 minutes); 4 credits; enrollment limited to 25

***242s Oil and Water Don't Mix: Geopolitics, Energy, and the Environment**
(Taught in English; same as Politics 242s) Following the collapse of the USSR and the Gulf War, Central Asia, and the Caucasus became new centers of geopolitical rivalry. The new states are a source of energy (oil and gas) for Western powers and a vital transit corridor between Eastern Europe and China. While a new "Great Game" is being fought between Western, Far Eastern, and Middle Eastern powers for control over energy pipelines, the region is threatened by environmental catastrophe and water shortages. Is the new oil industry a source of prosperity or an instrument for further exploitation, corruption, and instability? How important are the new states to the West's strategic energy interests?
Meets Social Sciences III-A requirement.
S. Jones
2 meetings (75 minutes); 4 credits

***244s Topics in the Recent History of Europe**
**244s(01) Red Star Over Russia: The Totalitarian Regime of Lenin and Stalin, 1917–1953*
(Same as History 260) The Bolshevik Revolution of 1917 marked the coming of totalitarianism to Russia. Led first by Lenin and then by Stalin, the country went through the most brutal civil war, purges, World War II, and the first stages of cold war. This period also saw immense social change and sweeping economic transformation. What were the causes of totalitarianism in Russia? How did the regime function? What were the major landmarks of Russian history in the period 1917–1953?
Meets Humanities I-B requirement
C. Pleshakov
2 meetings (75 minutes); 4 credits; enrollment limited to 50

313f The New Democracies
(Taught in English; same as Politics 300f) With the collapse of the USSR we were told that history was dead and liberal democracy triumphant. There was a "third wave" of democratic change. How accurate have these optimistic characterizations turned out to be? After an introduction to theories of liberal democracy and to the new discipline of "transitology" we will look at how states and leaders have applied such liberal-democratic ideas in Eastern Europe and the former USSR (with comparative examples from Africa and South America), and with what success.
Meets Social Sciences III-A requirement.
S. Jones
Prereq. any two courses in any combination from politics, international relations, or economics; 1 meeting; 4 credits; enrollment limited to 15

***315 Utopia and Anti-Utopia**
(Taught in English) The twentieth century has been largely shaped by several nations' ambitions to build utopian societies. Russia and China have attempted to realize the vast promises of communism while Nazi Germany aimed to construct a perfect racist world. Beyond political struggle, wars, and revolutions, recent extraordinary achievements in technology have contributed to the utopian mindset. Are political utopias dead in the new millennium? How do cyberspace and the global village contribute to utopian thinking? What will be the role of utopia in the twenty-first century?
Meets Social Sciences III-A requirement.
C. Pleshakov
Prereq. 8 credits in politics, international relations, or Russian and Eurasian studies; 1 meeting (3 hours); 4 credits; enrollment limited to 15

316s European Studies Seminar

Spring 2008: Foreigners Within, Foreigners Without: Europe and Its New Neighbors
(Taught in English; same as European Studies 316s) The enlargement of the European Union (EU) to Central and Eastern European countries has generated new neighbors to the

east and south—the Western Newly Independent States (WNIS) of Russia, Belarus, Moldova, and Ukraine, and Southern Mediterranean countries (SMCs) Egypt, Libya, and Tunisia. Europe's new neighbors make up 410 million inhabitants, but their GDP capita is barely one tenth of the European Union's. This has brought problems for the EU, including migration pressures, human trafficking, and refugees. How is the EU dealing with these issues and how will relations with the new neighbors affect the domestic and foreign policies of the EU?
Does not meet a distribution requirement.
S. Jones
Prereq. jr, sr, at least one course at the 200 or 300 level relevant to European studies or permission of the instructor; 1 meeting (3 hours); 4 credits

***330 Nationalism**
(Taught in English) Courses in this section satisfy the distribution requirement in social sciences. Nationalism is one of the greatest challenges to multiethnic states. They have had to create new strategies to deal with the demands of ethnic minorities. Taking the four states of Spain, Canada, Russia, and the former Yugoslavia as examples, we will focus on nationalist movements within these states and the central governments' responses. What has been the effect of the Communist legacy? Are there alternatives to federalism as a way of managing national claims? What socioeconomic policies have governments used to control ethnic tensions? What role can international organizations play in finding solutions to ethnic conflict?
Meets Social Sciences III-A requirement.
S. Jones
Prereq. 8 credits in politics, international relations, or Russian and Eurasian studies; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***343 Terrorism: Russia as Its Cradle**
(Taught in English; same as Politics 243s) Russia was the first nation in the world to face political terrorism. In Russia, the era of terrorism lasted from the 1860s, when the People's Will group launched the hunt on the tsar Alexander II, until 1918, when the Socialist Revolutionary Party attempted to assassinate Lenin. A case study of terrorism in Russia will help us to answer a number of questions highly relevant today. What are the causes of terrorism? What are its goals and methods? What can governments do to cope with it? What is the impact of terrorism on society?
Meets Social Sciences III-A requirement.
C. Pleshakov
Prereq. jr, sr only; 1 meeting (2 hours, 50 minutes); 4 credits

***350f Revolutions**
(Taught in English; same as Politics 350s) Revolutions have a rich and bloody history on the European continent. In the twentieth century, there were frequent revolutionary upheavals, particularly in Russia and Eastern Europe. We will study two revolutionary periods: Russia in 1917 and the USSR in 1991. These revolutionary events present great contrasts, yet at the same time clarify the nature of revolutions and why they occur. Do they bring the expected fundamental and accelerated change people hope for? Our focus will be on the contrasts and parallels between Russia's early twentieth-century socialist revolution and late twentieth-century capitalist revolution. What was (and is) their impact on European history and thought?
Meets Social Sciences III-A requirement.
S. Jones
Prereq. Russian and Eurasian Studies 110 or 8 credits in politics, international relations, or Russian and Eurasian studies; 1 meeting (3 hours); 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
1 to 8 credits

Sociology

The major and minor in sociology are administered by the Department of Sociology and Anthropology: Professors Moran (on leave 2007–2008),Tucker (on leave fall 2007); Associate Professors McKeever, Townsley (*chair*); Assistant Professor Banks; Visiting Instructor Bessett.

Contact Persons

Susan Martin, *senior administrative assistant*
Eleanor Townsley, *chair*

Sociology is the systematic study of society and social relations. Sociology majors develop the critical tools to theoretically and comparatively understand social trends and problems, grasp the intersection of self and society, and analyze empirical data. They read the works of major sociological thinkers, from the classical figures who founded the discipline to contemporary theorists of society. The major requires courses in research methods and sociological theory. The faculty also offers classes in criminology, the sociology of medicine, collective behavior and social movements, the sociology of gender, social inequality, political sociology, and the sociology of immigration.

Requirements for the Major

Credits

- A minimum of 36 credits in sociology

Courses

- 123, Introduction to Sociology
- 223, Development of Social Thought
- 225, Survey Research and Data Analysis
- 12 credits at the 300 level, including at least *one* of the following courses:
    - 317, Topics in Contemporary Social Thought
    - 318, Exemplary Works in Sociology
    - 333, Contemporary Social Theory
- 12 additional credits beyond the 100 level

Sociology 223 and 225 should be completed as early as possible but certainly by the end of the junior year.

Please Note: Proposal deadlines are strictly enforced for independent study at the 295 and 395 levels.

Requirements for the Minor

Credits

- A minimum of 20 credits in sociology
- 123, Introduction to Sociology
- 4 credits at the 300 level
- 12 additional credits beyond the 100 level

Course Offerings

103fs First-Year Seminar

Fall 2007

(01) Intellectuals, the Media, and the Public Sphere
(Writing-intensive course; first-year seminar)
This course introduces topics in the sociology of intellectuals, with a focus on the relationships between the academy, the media, and the public sphere. In the first part of the course, we will read classical theoretical texts as well as several exemplary empirical studies. In the second part of the course, students will analyze op-ed data from the *New York Times* and *USA Today* to answer descriptive questions about the social space of media intellectuals in the contemporary United States.
Meets Social Sciences III-A requirement.
E. Townsley
Prereq. fy only; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

(02) Contemporary South Africa
(Writing-intensive course; first-year seminar)
This course focuses on the changes that have occurred in South Africa since its transformation to a multiracial democracy in 1994. We start by examining the modern history of the country, with a particular emphasis on the creation and eventual end of the apartheid era (1948 to 1994). We then

examine the formation of new government institutions, policy making, politics, and economic change since 1994.
Meets Social Sciences III-A requirement.
M. McKeever
Prereq. fy or permission of instructor; 4 credits; enrollment limited to 19

Spring 2008

(01) Social Inequality
(Speaking-intensive course; first-year seminar) The study of social inequality constitutes one of sociology's major areas of inquiry. In this seminar, we will focus on class, racial, and gender inequality. We will explore the origins and social consequences of these forms of inequality. Our examples will be drawn primarily from the United States, but the course will also touch on issues of inequality throughout the globe.
Meets Social Sciences III-A requirement.
K. Tucker
Prereq. fy or permission of instructor; 4 credits; enrollment limited to 16

123fs Introduction to Sociology
This course uses a sociological framework to examine the nature and structure of modern industrial societies. To identify central trends in society and culture, this course covers several basic themes, such as social inequality and social interaction, that have appeared repeatedly in the works of major social thinkers.
Meets Social Sciences III-A requirement.
The department
2 meetings (75 minutes); 4 credits; enrollment limited to 40

***200f Classics in Nineteenth-Century Critical Social Thought**
(See Critical Social Thought 250f(01))

216fs Issues in Sociology
This course will focus on significant issues in the field of sociology not covered in other courses in the sociology curriculum. Topics will vary.

Fall 2007

(01) Sociology of the Family
This course introduces students to a sociological analysis of the social dynamics within the family and the relationship of the family to society. We will explore key sociological concepts and theories of the family including the historical shifts in household and kinship organization in the U.S., recent changes in family structure and the public anxieties they generate, the role of gender, class, sexual orientation, age, race/ethnicity in contemporary debates about the family. Among the specific topics to be covered will be the division of household labor; carework; childrearing practices; marriage, divorce, cohabitation; family policy and law; domestic violence; reproductive technologies.
Meets Social Sciences III-A requirement.
D. Bessett
Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

(02) Crime and Deviance
This course analyzes criminal behavior, the criminal justice system, and theoretical approaches to understanding crime. We will explore current theories of deviance and evaluate research into the causes and sociological implications of criminal and delinquent behavior patterns. The course will also focus on the central issue of defining crime. We will assess street, white collar, and juvenile crime over time and place. We will also explore the socioeconomic backgrounds of criminals. Finally, this course will also examine criminal justice systems, including police, courts, and corrections, from a sociological perspective.
Meets Social Sciences III-A requirement.
C. Butler
Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

Spring 2008

(01) Racial and Ethnic Relations
In this course students will be introduced to the various sociological perspectives and theoretical frameworks used to understand racial and ethnic relations in the United States. Racial and ethnic identities remain an important aspect of how people view themselves and others. In this course, we will discuss the dynamics of individual racial and ethnic groups including African Americans, Latino Americans, Native Americans, Asian

Americans, and White Americans. We will also examine what the concepts of race and ethnicity mean and how they affect various aspects of American society.
Meets Social Sciences III-A requirement.
C. Butler
Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

223f Development of Social Thought
This course examines the origins and development of sociological theory in the nineteenth century. Focusing on the three most important representatives of the classical tradition in sociology—Karl Marx, Max Weber, and Emile Durkheim—we consider in detail the ideas of each, compare their perspectives on emerging industrial society, and assess their contemporary significance.
Meets Social Sciences III-A requirement.
E. Townsley
Prereq. Sociology 123 or Anthropology 105, soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

225s Survey Research and Data Analysis
Introducing the logic and methods of social research, this course is concerned with a review of social science methodology; questions of measurement, design, and general research strategies; and specific discussion of sample survey techniques and the logic and practice of data manipulation and statistical analysis.
Does not meet a distribution requirement.
M. McKeever
Prereq. sociology majors or permission of instructor; 2 meetings (75 minutes), 1 lab (1 hour); 4 credits; enrollment limited to 25

***227s Social Inequality**
This course is a critical survey of theoretical and empirical research on social inequality, stratification, and mobility. The central focus is class, race, and gender inequalities as they have changed during the post-World War II period in the United States (although we will look briefly at stratification regimes in other cultures and time periods). The concepts and methods of social stratification have wide application in sociology, economics, public policy, and administration contexts. As the course progresses, we will explore some of these applications as we wrestle with several policy issues currently confronting U.S. society.
Meets Social Sciences III-A requirement.
The department
Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***230f Sociology of Immigration**
This course covers the social, economic, and political aspects of current immigration to the United States. The course begins with an overview of the history of immigration over the past 200 years, and how immigration over the past 40 years differs from earlier eras. The course then explores the major issues of current immigration research in sociology, including demographic change, economic inequality, and assimilation.
Meets Social Sciences III-A requirement.
M. McKeever
Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***231f Criminology**
This course emphasizes the historical and theoretical development of the various approaches to the study of crime. Crime represents a handle by which we hope to grasp the more enduring problems and issues of human behavior.
Meets Social Sciences III-A requirement.
R. Moran
Prereq. Sociology 123; 3 meetings (50 minutes); 4 credits; enrollment limited to 30

***234s Social Problems**
This is a course on the social construction of social problems. It devotes almost exclusive attention to how a "problem" becomes a social problem; examining how atypical cases become regarded as typical; how definitions are expanded to inflate statistics; and how claim makers and advocacy groups manipulate the media to market social problems and solutions to the public.
Meets Social Sciences III-A requirement.
R. Moran
Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***240f Collective Behavior and Social Movements**
This course examines instances of organized collective action in social, historical, and

empirical contexts, from the labor movement of the nineteenth and early twentieth centuries to the new social movements of today. We also explore various forms of unstructured protest, such as riots and demonstrations.
Meets Social Sciences III-A requirement.
K. Tucker
Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph and permission of department; 1 to 4 credits

301s Education in South Africa

Spring 2008: Policy and Practice: Education and Health in Post-Apartheid South Africa
(Community-based learning course; same as Educational Studies 301 and Anthropology 301) This course will consist of seven meetings during spring semester, designed to allow for participants to build their knowledge of the educational system of South Africa, followed by a three week, full-time placement in either a South African public school or the Center for the Study of AIDS.
Does not meet a distribution requirement.
M. McKeever, B. Bell, L. Carlisle
Prereq. soph, jr, permission of instructor required; for students pursuing teacher licensure this course may be taken in lieu of Education 332j or 324j to fulfill one of the requirements of the education minor for teacher licensure; students complete three weeks of experiential learning in May–June 2008 in South Africa; 4 credits; enrollment limited to 10

***305fs Sociology of Gender**
(Same as Gender Studies 333f(01)) This course focuses on the social production of gender relationships across a range of institutional, interactional, intellectual, and cultural contexts. The syllabus is structured around selections from major social, political, economic, and cultural theories of gender in addition to several exemplary empirical studies. Weekly topics include kinship and socialization, the contemporary moral orders of masculinity and femininity, family organization, legal systems and nation-states, war and rape, and the gendered organization and deployment of expert authority in a range of social settings.
Meets Social Sciences III-A requirement.
E. Townsley
Prereq. 4 credits in sociology; 1 meeting (3 hours); 4 credits; enrollment limited to 20

316f Special Topics in Sociology
This course focuses on significant problems in the field of sociology with group meetings and reports.

Fall 2007

(01) Class in the Black Community
This course explores class in the black community from a sociological perspective. It focuses on how race fosters commonalities and how class fuels differences among blacks. We will examine the nature of these commonalities and differences within several contexts, such as neighborhoods, politics, work, and culture.
Meets multicultural requirement; meets Social Sciences III-A requirement.
P. Banks
1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

(02) Theories of Social Interaction
This course studies the development of major theories of social interaction in sociology that aim to explain how everyday life is structured and understood by social actors. The main theoretical traditions covered include symbolic interactionism, phenomenology, and ethnomethodology.
Meets Social Sciences III-A requirement.
M. McKeever
Prereq. Sociology 223 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

(03) Sociology of the Safari: Nature, Media, and Tourism
This course takes the safari as a lens through which to understand the malleable complexities of modernity and human interaction within our rapidly globalizing world. Using Africa-centric literature as our base, we will study the safari and the various influences on and mechanisms of viewing that travelers experience. Specifically, we will examine: the

roles of the mass media and colonialism; automotivity, cartography, movement, and boundaries; concepts of nature, conservation, and national parks; photography, art, and representation; cultural tourism, sex tourism, and the ethnic other; and hunting, trophies, and souvenirs.
Meets Social Sciences III-A requirement.
C. Hays
Prereq. 8 credits in the department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

Spring 2008

(01) Black Cultural Production and Consumption
This course explores black cultural production and consumption in the United States using a sociological lens. The central focus is how the production and consumption of cultural objects such as visual art, music, and television reproduce and erode racial boundaries. Topics include the construction of racial identity through consumption; representations of blacks in the media; and the impact of cultural tastes and preferences on black achievement.
Meets multicultural requirement; meets Social Sciences III-A requirement.
P. Banks
Prereq. 8 credits in sociology or permission of instructor; l meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

(02) Intellectuals, the Media, and the Public Sphere
This course introduces topics in the sociology of intellectuals, with a focus on the relationships between the academy, the media, and the public sphere.
Meets Social Sciences III-A requirement.
E. Townsley
Prereq. 8 credits in the department; l meeting (3 hours); 4 credits; enrollment limited to 20

**Collective Behavior and Social Movements*
This course examines instances of organized collective action in social, historical, and empirical contexts, from the labor movement of the nineteenth and early twentieth centuries to the new social movements of today. We also explore various forms of unstructured protest, such as riots and demonstrations.
Meets Social Sciences III-A requirement.
K. Tucker
Prereq. 8 credits in the department; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***317f Topics in Contemporary Social Thought**
This course examines one or more contemporary schools of social theory. Possible topics include, but are not limited to, the Frankfurt School, contemporary feminism, and the Parsonian sociological tradition. This course satisfies the 300-level theory requirement in sociology.

**317f(01) Cultural Sociology and Contemporary Theory*
This course examines some recent developments in cultural sociology and contemporary social theory. Themes include the nature of the self, the politics of new social movements, justice, law, and disorder, intellectuals, the university, and the mass media.
Meets Social Sciences III-A requirement.
E. Townsley
Prereq. Sociology 223, 8 credits in sociology, or permission of instructor; some familiarity with social theory is required (for example: Sociology 223, 333 or some substitute); email with questions please; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***318s Exemplary Works in Sociology**
This course addresses the social and political contexts, the philosophical foundations, the methodologies, and the ethical and political implications of exemplary works in contemporary sociology. This class is an exercise in the critical reading of texts, as we evaluate, critique, and come to appreciate some of the fundamental concepts of the sociological tradition. We explore how these various authors' theoretical perspectives and methodological approaches structure their understanding of their respective problems. This course satisfies the 300-level theory requirement in sociology.
Meets Social Sciences III-A requirement.
K. Tucker
Prereq. Sociology 223, 8 credits in sociology, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

329s Social Change in Southern Africa
This course will focus on recent issues of political, economic, and social change in southern Africa. We will also examine social change in these countries, and how these developments can further inform sociological theories of nationalism, development, and multinational communities. Recent issues of democratization, economic inequality, AIDs, peacekeeping, and the development of the Southern African Development Community will be considered.
Meets multicultural requirement; meets Social Sciences III-A requirement.
M. McKeever
Prereq. 8 credits in sociology or permission of instructor; 1 meeting (3 hours); 4 credits

***332f The Sociology of Criminal Law and Justice**
This course examines sociologically the criminal justice system that has developed to process law violators. Special attention goes to the formation of criminal codes; the purpose of penal sanction; the development and operations of the police, including corruption and brutality; the adult and juvenile court system; the prison; the prison hospital; and the future of imprisonment and crime control.
Meets Social Sciences III-A requirement.
R. Moran
Prereq. 8 credits in sociology including Sociology 231 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

333s Contemporary Social Theory
In this critical survey of the main theoretical perspectives in contemporary sociology, we focus specifically on structural functionalism, symbolic interactionism, critical theory, feminism, and postmodernism. Besides gaining familiarity with these alternative perspectives, we try to identify the main axes of theoretical dispute in sociology and discuss the problems of evaluating and resolving conflict between theories.
Meets Social Sciences III-A requirement.
K. Tucker
Prereq. Sociology 223, 8 credits in sociology, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***340s The Sociology of Medicine**
This course provides a sociological interpretation of various aspects of the field of medicine. Topics include measurement of variations in rates of disease and their relationship to social characteristics and social structure, systems of care and hospitalization, and sociological theories concerning why people differ in their perception and response to illness and disease.
Meets Social Sciences III-A requirement.
R. Moran
Prereq. senior major in social science or 8 credits in sociology; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***350s Sociology of Punishment**
This seminar covers the social history of punishment, beginning with the birth of the prison in the late eighteenth century and continuing to the present. Emphasis on the shift in philosophy from public to private punishment, prison reform movements, and the death penalty.
Meets Social Sciences III-A requirement.
R. Moran
Prereq. 8 credits in sociology, including Sociology 231, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***390f Sociology Research Seminar**
This course provides a forum for students to explore topics and share their research with one another. Students will be expected to produce a thesis proposal or substantial independent topic proposal. Faculty will assist students in their research projects and lecture on their methodological approaches to research and the integration of theory and empirical work. We will also discuss sociological writing and grant writing.
Does not meet a distribution requirement.
The department
Prereq. 12 credits in sociology and Sociology 225 or equivalent; 1 meeting (3 hours); 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, and permission of department; 1 to 8 credits

Spanish

The major and minor in Spanish are administered by the Department of Spanish. Advisors in Spanish: Associate Professors Miñana (*chair*), Romero-Díaz; Assistant Professors Crumbaugh, Gundermann (on leave fall 2007), Mosby; Visiting Assistant Professor Saenz de Viguera; Lecturer Castro; Visiting Lecturers Belmonte-Alcántara, Corona-Martínez (fall 2007), de Swanson, Rojas-Rimachi, Washa.

Contact Persons

Susan LaBarre, *senior administrative assistant*
Rogelio Miñana, *chair*
Justin Crumbaugh, *study abroad (Spain)*
Dorothy Mosby, *study abroad (Latin America)*
Esther Castro, *language program coordinator*

The Department of Spanish offers a variety of courses intended not only to facilitate proficiency in the language but also to contextualize and analyze issues relevant to Spanish-speakers abroad and in the U.S., such as terrorism, migration, and imperialism, among others. To that end, intermediate and advanced-level courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics. The Department of Spanish also collaborates closely with a number of other departments and programs on campus, frequently cross-listing courses with Latin American studies, film studies, gender studies, and Romance languages and literatures. Regular extracurricular activities organized by the department (film series, lectures, the *mesa de español*, etc.) also engage the larger college community in the interests of our students and faculty. In addition to providing opportunities for learning on campus, the department also strongly recommends that students study off campus in a Spanish-speaking context in order to enhance their language skills and to forge their own connections to place through language.

Spanish is the second most spoken language in the United States today and one of the three most spoken languages in the world. It is therefore not a "foreign" language but rather an integral part of civic engagement and global citizenship both abroad and in the U.S. The Spanish language has also been an important part of graduating students' careers in government, law, business, international affairs, education, journalism, medicine, and the performing arts, among others.

Requirements for the Major

Courses

Students must earn a minimum of 36 credits, including the following courses:

- 212, Preparation for Advanced Studies
- Two of the following introductory literature courses taken in any order:
    - 235, Introduction to Latin American Literature I
    - 237, Introduction to Latin American Literature II
    - 244, Foundations of Spanish Literature
    - 246, Modern Spanish Literature
- A minimum of four 300-level courses are required for the major (390 may not be counted as one of these four courses). At least two of them must be taken within the department. At least one of the 300-level Spanish courses must be taken in the senior year at Mount Holyoke.
- One 4-credit elective course at a level above 212.

Other

- Courses lower than 209, Composition and Culture, cannot be counted toward the major.
- Independent Study (Spanish 395) may not be used as part of the minimum major requirements.
- Only one course in English offered by the department can be counted toward the major.
- A student spending a semester or a year in

a Spanish-speaking place with a program approved by the department and the College will normally meet some of the requirements of her major off campus. By taking appropriate courses, a student may bring back a variety of 200-level courses and a maximum of two 300-level courses to count toward the major. Additional courses in Spanish taken abroad at the 300 level will normally receive credit but will not count toward the minimum requirement for the major.

Requirements for the Minor

Courses

Minors must earn a minimum of 20 credits, including the following courses:

- 212, Preparation for Advanced Studies
- Two 200-level survey courses
- At least one 300-level course

Other

- Courses lower than 209, Composition and Culture, cannot be counted toward the minor.
- Independent Study (Spanish 395) may not be used as part of the minor.
- No course in English can be counted toward the minor.
- No more than 8 credits toward the minor can be completed abroad.

Teacher Licensure

Students interested in pursuing licensure in the field of Spanish can combine their course work in Spanish with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Spanish, please consult your advisor or the chair of the Spanish and Italian department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Spanish department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Guidelines for New Students

Placement

Students with no prior knowledge of Spanish can enroll in 101 or 103 (intensive). Any student with prior course work in Spanish must do the following: 1) take an online placement test no later than August 2, and 2) complete a language questionnaire (located in the online First-Year Curriculum Guide). The Web address for the placement exam is *http://webcape.byu.edu/mtholyoke-entry/menu.mtholyoke*. Consult the First-Year Curriculum Guide or the Spanish department office for information about ID numbers and passwords for use with this Web site. Upon reviewing both the questionnaire and placement test results, the Spanish department may require a level change.

Notes

Students are strongly encouraged to take their language courses in close succession, without lapses between one level and the next.

Students who have previously taken Spanish courses at Mount Holyoke and who wish to continue their study of Spanish must have the prerequisites stipulated for specific courses.

All courses satisfy distribution requirements unless indicated otherwise .

All courses are conducted in Spanish unless indicated otherwise.

Students contemplating study abroad in Spain or Latin America are encouraged to elect a Spanish course in the first semester of their first year.

Course Offerings

101f–102s Elementary Spanish
A dynamic and interactive introduction to Spanish and Spanish American cultures. Covers the basic grammar structures of the Spanish language through extensive use of video, classroom practice, and weekly conversation sessions with a native language assistant. Assumes no previous study of Spanish.
Does not meet a distribution requirement.
T. Belmonte-Alcantara, R. Washa
Prereq. no previous study of Spanish; 2 meetings (75 minutes) plus 2 meetings (50 minutes); 4 credits; enrollment limited to 18
Note: *Students must complete Spanish 101 and Spanish 102 to meet College language requirement.*

103fs Intensive Elementary Spanish
This course completes the work of Spanish 101 and 102 in one semester through intensive practice in speaking, reading, and writing in Spanish, and is ideal for students who already know another Romance language. Short readings, films, and Web activities are an important part of the course, and informal conversational sessions with native language assistants and creative group projects supplement class work.
Meets language requirement; does not meet a distribution requirement.
E. Castro
Prereq. no previous study of Spanish; 5 meetings (75 minutes); 8 credits; enrollment limited to 14

105f Seminar in Reading, Writing, and Reasoning

Fall 2007: Sex and the City: Gender-Power Relations in Early Modern Europe
(Writing-intensive course; taught in English; same as French 120, Italian 106, Romance Lanuages and Literatures 105) Political, social, and economic life was radically changed by growth of Europe's cities between medieval and modern times. These changes were debated in sexual terms as conflicts between men and women. As we study short stories from Early Modern France (Madame de Lafayette), Italy (Giovanni Boccacio), and Spain (Miguel de Cervantes and María de Zayas), and place them in their historical contexts, we will ask questions such as: To what extent do these works challenge or reinforce dominant models of gender relations and negotiate concepts and institutions such as marriage, honor, patriarchy, and blood purity? How do those topics apply to us today?
Meets Humanities I-A requirement.
N. Romero-Díaz
Prereq. fy or permission of instructor; 4 credits; enrollment limited to 16

200fs Intermediate Spanish I
A fast-paced review of basic Spanish grammar. Stresses Spanish and Spanish American culture through readings, films, and weekly conversation sessions with a native language assistant. To satisfy the language requirement, students entering at this level must complete Spanish 201.
Does not meet a distribution requirement.
R. Washa, L. Rojas-Rimachi, L. Saenz de Viguera (fall); R. Washa (spring)
Prereq. Spanish 102; 2 meetings (75 minutes) plus conversation lab (50 minutes); 4 credits; enrollment limited to 18

201fs Intermediate Spanish II
Strives for mastery of complex grammatical structures and continues work on writing and reading skills. Frequent compositions, selected literary readings, class discussions, and debates on films and current events. Weekly conversation sessions with a native language assistant. May be taken without Spanish 200 to satisfy the language requirement.
Meets language requirement; does not meet a distribution requirement.
The department
Prereq. Spanish 200 or 102; 2 meetings (75 minutes) plus conversation lab (50 minutes); 4 credits; enrollment limited to 18

202f Spanish for Heritage Speakers
(Writing-intensive course) Any "heritage" speaker regardless of her level of oral proficiency in Spanish may enroll. Course components build on students' existing linguistic skills, encourage interactions with various texts and media (i.e., written essays,

newspapers, films, and other media), and examine issues of importance to Spanish speakers of the Americas. Specific activities include formal and informal writing; class discussions; oral presentations such as interviews, dialogues, and role-plays; grammar review focusing on verb tenses and syllabification; vocabulary expansion and development; peer editing of written assignments; analysis of literary works from Spain and Latin America; and a semester project.
Meets language requirement or meets Humanities I-A requirement.
T. Belmonte-Alcantara
Prereq. fy, soph, jr, or sr with permission of department; 2 meetings (75 minutes); 4 credits; enrollment limited to 20
Note: *This course is designed for students who have acquired oral fluency in Spanish through their home environments but have had little formal training in reading and writing.*

209fs Composition and Culture
(Writing-intensive course) Emphasis on written expression in Spanish through frequent assignments emphasizing difficult grammatical structures or idiomatic usages, sentence and paragraph structure, making smooth transitions, writing the short essay, writing descriptions, engaging in personal or business correspondence, analyzing texts, doing library research, and drafting and completing research papers. Students will comment on each other's work in the classroom and/or via the use of email or Web sites and will practice techniques of self-editing and self-criticism.
Meets language requirement; does not meet a distribution requirement.
L. Corona-Martínez, L. Saenz de Viguera(fall); N. Romero-Diaz, L. Saenz de Viguera (spring)
Prereq. Spanish 201; 2 meetings (75 minutes) plus conversation lab (50 minutes); 4 credits; enrollment limited to 14

210fs Conversation and Culture: Speaking Spanish in the Real World
(Speaking-intensive course) The course offers students the possibility of learning and putting into practice the advanced oral skills necessary to be able to handle oral exposition and discussion in a well-organized and rhetorically correct Spanish. The class will focus on such skills as debating, interviewing, and role-playing, among others. Topics will cover current cultural, political, and socioeconomic issues in the Hispanic world.
Meets language requirement; does not meet a distribution requirement.
L. Corona-Martinez (fall); R. de Swanson, L. Rouas-Rimachi (spring)
Prereq. Spanish 201, 209, or permission of instructor; 2 meetings (75 minutes) plus 1 hour unarranged; 4 credits; enrollment limited to 14

211s Hispanic Cultures and Civilizations
A cultural survey of Spanish, Latin American, and the Latino U.S. culture from a historical perspective. This is an intensive reading, writing, and discussion course that seeks to develop a sense of history through an in-depth study of selected topics and themes. It will examine aspects of the social, political, and economic history of the various countries, including the study of gender relations, race and ethnicity, community and class formation, military dictatorship and revolutionary movements, and transitions to electoral democracy.
Meets language requirement or Humanities I-A requirement.
C. Gundermann
Prereq. Spanish 201, 209, 210 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 14

212fs Preparation for Advanced Studies
This course will equip students of Spanish with a variety of skills that will 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 will acquire basic knowledge of the geography, history, and culture of the Hispanic world.
Meets Humanities I-A requirement.
R. Miñana, D. Mosby (fall); R. Miñana, R. de Swanson (spring)
Prereq. Spanish 201, 209, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 14 (fall), 15 (spring)

***213 Advanced Spanish Grammar**
A study of Spanish phonology, morphology, and syntax. Major emphasis will be on the structure of the Spanish language and stylistics. Exercises in writing, translation, and close textual study are basic to this course.
Meets either language requirement or Humanities I-A requirement.
The department
Prereq. Spanish 201, 209, or permission of instructor; for new students, a placement score above 451; 2 meetings (75 minutes); 4 credits

219s U.S. Latino/a Literature
(Taught in English) After centuries of invisibility and marginalization, Latino culture and literature exploded on the American scene in the 60s. Chicanos, Cubans, Nuyoricans, and lately Dominicans and Central Americans have all contributed to create a diversified body of literature characterized by its bilingualism, biculturalism, and hybridity. This course will center on how U.S. Latino/a literature bears witness to identity formation, self-representation, and celebration of Latino culture and its people. It will explore a series of critical issues that define "latinidad" in the U.S.
Meets Humanities I-A requirement.
D. Mosby
2 meetings (75 minutes); 4 credits

221f Introduction to Spanish and Latin American Film
(Speaking- and writing-intensive course; same as Film Studies 203f) This course offers a broad introduction to the history, politics, and aesthetics of Latin American and Spanish cinema in the context of, and in contrast with, cinemas from other regions, especially hegemonic Hollywood aesthetics. This course will also focus specifically on introducing students to the basic terminology and methodologies of film analysis, thus preparing them for the department's film seminar (Spanish 320) and other advanced courses in film studies.
Meets multicultural requirement; meets language requirement or Humanities I-A requirement.
J. Crumbaugh
Prereq. Spanish 212 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

235f Introduction to Latin American Literature I
This course explores the diversity of cultures and writings of Latin America, from pre-Columbian indigenous texts through the nineteenth century. Readings will include the *Popol Vuh*, *Chronicles*, the works of Sor Juana Inés de la Cruz, Ricardo Palma, and José Martí, among others. Class discussions and assigned papers based on literary analysis and research.
Meets multicultural requirement; meets Humanities I-A requirement.
R. Miñana
Prereq. Spanish 212 or permission of department; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

237s Introduction to Latin American Literature II
An introduction to Latin American texts from *modernismo* to the present. Different cultural movements and their sociopolitical contexts are examined through representative works. Class discussions and assigned papers are based on literary analysis and research.
Meets multicultural requirement; meets Humanities I-A requirement.
D. Mosby
Prereq. Spanish 212 or permission of department; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

244f Foundations of Spanish Literature
An introduction to art, history, and literature from pre-1800 Spain. Materials may include medieval music such as the *Cantigas*, Arab architecture like the Cordoban Mosque, and literary texts such as the *Poema de Mio Cid* or *Don Quijote*. Class discussion and assigned

papers based on literary analysis and research.
Meets Humanities I-A requirement.
N. Romero-Díaz
Prereq. Spanish 212 or permission of department; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

246s Modern Spanish Studies
A survey of Spain's visual culture, intellectual history, and literature from the eighteenth century to the present. Aesthetic and philosophical movements will be studied against a backdrop of social history. Materials to be studied will include, among others, paintings by Francisco de Goya and Salvador Dalí, poems by Federico García Lorca, and films by Luis Buñuel and Pedro Almodóvar. Class discussions and assigned papers based on analysis and research.
Meets Humanities I-A requirement.
L. Saenz de Viguera
Prereq. Spanish 212 or permission of department; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

***261 Afro-Hispanic Literature**
(Taught in English) This course will examine representative works by writers of African descent in the Spanish-speaking world. Through a variety of genres, the course will explore the construction and meaning of ethnicity and cultural identity, as well as the crucial intersections of gender, sexuality, and national identity. Texts include writers from Argentina, Costa Rica, Cuba, Colombia, Dominican Republic, Ecuador, Equatorial Guinea, Puerto Rico, Uruguay, and the United States. Special attention will be paid to the historical, political, ideological, and aesthetic contexts of these works.
Meets multicultural requirement; meets Humanities I-A requirement.
The department
Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

295fs Independent Study
Does not meet a distribution requirement.
The department
1 to 4 credits

320s Seminar on Spanish/Latin American Cinema
This course examines the history, politics, and aesthetics of Latin American and/or Spanish cinema in the context of world cinema, and especially in contrast to mainstream Hollywood cinema. The course will also familiarize students with the specific methodologies of film analysis and with recent debates within film studies.

Spring 2008: Queer Theory and Recent Queer Film in Latin America
(Speaking- and writing-intensive course; same as Film Studies 390(04), Gender Studies 333(03)) In the 1990s GLBT liberation entered the public sphere as a major political force. Simultaneously, American academia produced and exported a new academic discipline: queer studies. As a consequence, the North American liberational model displaced cultural and theoretical models of sexuality of other countries. We will consider some of the key U.S. texts that have consecrated queer studies as a discipline and juxtapose them with theories and cinematic texts from Argentina, Brazil, Chile, Cuba, and Mexico in order to recuperate cultural models under erasure in the wake of the U.S. model's identity-focused and consumer-driven triumphalism.
Meets Humanities I-A requirement.
C. Gundermann
Prereq. Spanish 212; Spanish 235, 237, 244 or 246 or permission of instructor; 1 meeting (2 hours, 50 minutes) plus weekly evening screening (7–9pm); 4 credits; enrollment limited to 16

***331 Colonial and Nineteenth-Century Latin American Literature**
This course will concentrate on the colonial period and/or the nineteenth century. The study of the colonial era will focus on different aspects of the encounter between European and indigenous civilizations and the formation of a literary discourse (i.e., chronicles and the novel). The nineteenth-century component will explore the process of nation building through literature, the development of literary genres, and the emergence of women's voices. Since the topic

varies each time the course is offered, a student may receive credit more than once.
Meets multicultural requirement; meets Humanities I-A requirement.
The department
Prereq. two of the following: Spanish 221, 235, 237, 244, or 246 or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

332s Spanish Literature: Medieval, Renaissance, and Golden Age
This course will study pre-1800 Spanish texts (literary and nonliterary) from an interdisciplinary perspective. Since the topic varies each time the course is offered, a student may receive credit more than once.

Spring 2008: Assault, Rape, and Murder: Gendered Violence from Medieval to Contemporary Spain
This course will examine the complex interaction of gender and violence as a personal and institutional issue in Spain from medieval times to the present. We will study both the ideological and sociocultural constructs that sustain and perpetuate violence against women as well as different forms of resistance. From a feminist perspective, we will approach topics such as: private/public, honor, jealousy, masculinity, etc. Some of the texts are: Lucanor's *La mujer brava*; Zayas's *Desengaños amorosos*; Bebé's song, *Malo*; Boyaín's movie *Te doy mis ojos*; and the *Ley orgánica contra la Violencia de Género* from 2004.
Meets Humanities I-A requirement.
N. Romero-Díaz
Prereq. two of the following: Spanish 221, 235, 237, 244, or 246 and permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

341f Contemporary Latin American Literature
This course will concentrate on the various literary genres and cultural movements that have shaped Latin America from *modernismo* to the present. Topics will focus on different genres and the expression of diverse ideologies through literature. Since the topic varies each time the course is offered, a student may receive credit more than once.

Fall 2007: Treading the Ebony Path: Afro-Hispanic Literature
(Speaking- and writing-intensive course) The study of Afro-Hispanic literature has grown recently with the recovery and reexamination of lost texts and forgotten authors, as well as the desire of contemporary authors to contest the invisibility and racial ideologies in their national literatures. We will examine texts by authors of African descent in the Spanish-speaking world of the nineteenth, twentieth, and twenty-first centuries. We will read a variety of genres and discuss the construction and meaning of "race," color, national and cultural identity—which is in constant dialogue with dominant discourses. Secondary objectives include the development of research and writing skills and rudimentary theoretical orientation.
Meets multicultural requirement; meets Humanities I-A requirement.
D. Mosby
Prereq. two of the following: Spanish 221, 235, 237, 244, 246, or permission of instructor; 1 meetings (2 hours, 50 minutes); 4 credits; enrollment limited to 16

342f Teaching and Learning Spanish as a Second Language
What is a human language? What is a second language? Can an adult achieve native competence when learning a second language? What is the role of teaching in this psycholinguistic process? And, ultimately, can a language be taught? These questions will be the starting point of this course, which will explore, both in a practical and a theoretical way, how second language teaching has implemented research findings. Since the 1950s, human language has been considered an innate cognitive ability developed in conjunction with others such as memory, perception, judgment, and imagination. In this sense, when acquiring language, the brain is conceived not as a blank that must be filled, but as a complex system endowed to make sense of language input. This seminar will emphasize the practical aspects involved in the teaching of Spanish as a second language within this frame. These issues will be explored through readings, class discussions, studying grammar from a pedagogical point of view, critical review of teaching

materials, reports on class observations, design of lesson plans, and other activities.
Meets Humanities I-A requirement.
E. Castro
Prereq. two of the following: Spanish 221, 235, 237, 244, 246, and permission of the instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

***351 Latin American Thought**
How does Latin America think about itself? The purpose of this course is to introduce students to different ways in which Latin Americans have approached the problems of self-definition and cultural identity. Readings will explore how various authors have addressed such complex issues as colonialism, mestizaje, literacy, regionalism, and feminism, among others. Since the topic varies each time the course is offered, a student may receive credit more than once.
Meets multicultural requirement; meets Humanities I-A requirement.
The department
Prereq. two of the following: Spanish 221, 235, 237, 244, or 246 or permission of the instructor; 1 meeting (2 hours, 50 minutes); 4 credits

***352 Spanish Literature: Twentieth Century**
In the twentieth century, various crises marked the history of Spain and profoundly affected its literature: the Spanish American War (1898), the Spanish Civil War (1936–1939), Franco's dictatorship, and the transition to democracy. This course will cover the literary genres and aesthetic movements of these historical moments. Since the topic varies each time the course is offered, a student may receive credit more than once.
Meets Humanities I-A requirement.
The department
Prereq. two of the following: Spanish 221, 235, 237, 244, or 246 or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

***361 Seminar on Latin American Literature**
This course will concentrate on a specific writer, movement, genre, theme, or literary phenomenon. Students will do close textual readings, prepare reports, research extensively, and write substantial papers. The seminar will challenge students to demonstrate an understanding of literary analysis, critical skills, and theoretical approaches at an advanced level. Since the topic varies each time the course is offered, a student may receive credit more than once.
Meets multicultural requirement; meets Humanities I-A requirement.
The department
Prereq. two of the following: Spanish 221, 235, 237, 244, or 246 or permission of the instructor; course will be taught in English, but Spanish majors write their papers in Spanish; 2 meetings (75 minutes); 4 credits; enrollment limited to 16
Note: *For 300-level credit in Spanish, students must enroll in Spanish 361s (not Romance Languages and Literatures 375s) and read and write papers in Spanish.*

362fs Seminar in Spanish Studies
The specific content of this advanced-level seminar will depend on the instructor. Materials to be studied will vary in terms of medium and genre, and the critical focus will tend to be interdisciplinary. Papers will be based on research and analysis. Since the topic varies each time the course is offered, a student may receive credit more than once.

Fall 2007: Terror and Victimhood: The State of Spain
Since Spain's bloody and bitterly divisive Civil War (1936–1939), the country's successive government administrations have established their legitimacy through a peculiar combination of violence and claims to victim status. Attempts to contest the legitimacy of the Spanish state have, in turn, responded with their own acts of violence and competing appeals to victimhood. This course will ask what the particularities of contemporary Spain can teach us about modern state formation, and the commonplace understandings of fascism and democracy. Materials to be studied include novels, films, paintings, and works of political theory.
Meets Humanities I-A requirement.
J. Crumbaugh
Prereq. Spanish 212 and two of the following: Spanish 221, 235, 237, 244, 246 or permission of the instructor; 1 meetings (2 hours 50 minutes); 4 credits; enrollment limited to 18

Spring 2008: Media Monsters: Empire and Resistance in Twenty-First-Century Spain and the Americas
In a political climate shaped by mass media and the threat of global terrorism, this seminar will examine the discourse of monstrosity that official and dissident powers employ to divide the world between those who are "with" and those who are "against us." Through discourse analysis, media, and subaltern studies, we will analyze a variety of literary and mass media texts that utilize monstrosity to enact and/or challenge the complex forces of globalization. Main themes include U.S.-Latin America relations, neoliberalism and its consequences (Zapatismo in México, street children in Brazil), and the war on terror in the U.S. and Spain.
Meets Humanities I-A requirement.
R. Miñana
Prereq. Spanish 212 and two of the following: Spanish 221, 235, 237, 244 or 246, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

395fs Independent Study
Does not meet a distribution requirement.
The department
1 to 8 credits

Statistics

The statistics major and minor are administered by the Department of Mathematics and Statistics and taught by the faculty of that department. Advisors: Professors Cobb (on leave 2007–2008), Gifford; Visiting Assistant Professor Horowitz.

Contact Persons

Laurie Kamins, *senior administrative assistant*
Alan Durfee, *chair*

Courses in the Department of Mathematics and Statistics are designed with several goals in mind: to teach the language of the mathematical sciences, to provide a command of powerful mathematical tools, to develop problem-solving skills, and to foster the ability to ask questions and make independent discoveries. Statistics courses, in addition, emphasize the interplay between applied context and mathematical models in working with numerical data.

Requirements for the Major

Credits

- A minimum of 32 credits
- 20 credits at the 300 level

Courses

- Mathematics:
    - 203, Calculus III
    - 211, Linear Algebra
- At least two courses selected from the applied statistics courses:
    - 240, Elementary Data Analysis and Experimental Design
    - 340, Applied Regression Methods
    - 344, Seminar in Statistics and Scientific Research
- At least two courses selected from the more mathematical statistics courses:
    - 341, Linear Statistical Models
    - 342, Probability
    - 343, Mathematical Statistics

Additional courses may be taken from 300-level mathematics or statistics courses. Limited substitutions are possible with permission of the department. For example, econometrics, biostatistics, or psychometrics may replace an applied 300-level statistics course.

Requirements for the Minor

Credits

- A minimum of 16 credits in mathematics or statistics at the 200 level or above

Courses

- Statistics 240, Elementary Data Analysis and Experimental Design
- At least one of the following statistics courses:
    - 340, Applied Regression Methods
    - 341, Linear Statistical Models
    - 343, Mathematical Statistics
    - 344, Seminar in Statistics and Scientific Research

Substitutions are possible with the permission of the department. Students planning a minor in statistics should consult one of the statistics advisors.

Beginning the Study of Statistics

A natural way to begin if you have not studied statistics is with Statistics 140, Introduction to Statistics. The department asks all students who are considering enrolling in calculus or statistics during their career at Mount Holyoke to complete a brief self-assessment on precalculus skills. Sample questions, with answers, are available on the department's Web page, *http://www.mtholyoke.edu/acad/math*. Competency in these basic skills is very important in quantitative courses throughout the Mount Holyoke curriculum, and students can profit from addressing any weaknesses before arriving on campus. The department also offers a noncredit mathematics refresher during January Term. The actual self-assessment is available to all entering students and all students preregistering. It is designed so that a student can use it as a

learning tool, taking it as many times as she wishes, and getting pointers to appropriate review materials for any questions she misses. More information is on the department's Web page.

Statistics 240, Data Analysis and Experimental Design is a good choice if you have taken an advanced placement statistics course or have taken the equivalent of a 100-level mathematics or statistics course and you want to learn about designing and analyzing experiments in biology, psychology, and medicine.

Advice to Students with Special Interests

Actuarial science: Students interested in this area should plan to cover the material that is included in the first two actuarial exams as part of their undergraduate program. This material is included in Calculus I (Mathematics 101), Calculus II (Mathematics 202), Calculus III (Mathematics 203), Probability (Statistics 342), and Mathematical Statistics (Statistics 343), along with Macroeconomic Theory (Economics 211), Microeconomic Theory (Economics 212), and Economics of Corporate Finance (Economics 215). Students are also encouraged to obtain experience through an internship.

Biostatistics, public health, or natural resources: Students interested in these areas should include substantial work in biology, chemistry, geology, and/or environmental studies in their programs.

Economics or business: Many students with these interests choose the special major in mathematics and economics or the special major in statistics and economics.

Engineering: Students interested in engineering often double-major in mathematics and physics and/or participate in one of the College's five-year, dual-degree programs with Dartmouth's Thayer School of Engineering or California Institute of Technology or take courses at the University of Massachusetts (see the Other Degree and Certificate Programs chapter).

Graduate school: Students preparing for graduate school in statistics or mathematics often participate in an undergraduate research program in the summer after the junior year and continue with an honors thesis in the senior year. Students considering graduate work in statistics at the level of a Ph.D. are encouraged to include Mathematics 311, Algebra I and especially Mathematics 301, Real Analysis in their program of study.

Teaching certification: Students interested in pursuing certification for middle school or secondary school should major in mathematics rather than statistics. However, there is increasing emphasis on statistics in secondary school, and any of the applied courses would provide good preparation.

Course Offerings

140fs Introduction to the Ideas and Applications of Statistics
This course provides an overview of statistical methods, their conceptual underpinnings, and their use in various settings taken from current news, as well as from the physical, biological, and social sciences. Topics will include exploring distributions and relationships, planning for data production, sampling distributions, basic ideas of inference (confidence intervals and hypothesis tests), inference for distributions, and inference for relationships, including chi-square methods for two-way tables, analysis of variance, and regression. *Meets Science and Math II-A requirement.*
J. Gifford, the department (fall); the department (spring)
Prereq. 2 years of high school algebra; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

240f Elementary Data Analysis and Experimental Design
A fundamental fact of science is that repeated measurements exhibit variability. The course presents ways to design experiments that will reveal systematic patterns while "controlling" the effects of variability and methods for the statistical analysis of data from well-designed experiments. Topics include completely randomized, randomized complete block,

Latin Square and factorial designs, and their analysis of variance. The course emphasizes applications, with examples drawn principally from biology, psychology, and medicine.
Meets Science and Math II-A requirement.
The department
Prereq. any 100-level course in mathematics or statistics or permission of instructor; 2 meetings (75 minutes); 4 credits

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. soph, permission of department; 1 to 4 credits

340f Applied Regression Methods
This course includes methods for choosing, fitting, evaluating, and comparing statistical models; introduces statistical inference; and analyzes data sets taken from research projects in the natural, physical, and social sciences.
Meets Science and Math II-A requirement.
J. Gifford
Prereq. Mathematics 211 or any statistics course; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

341s Linear Statistical Models
Mathematical concepts from linear algebra and n-dimensional Euclidean geometry, together with statistical concepts of estimation and hypothesis testing, are developed and used to construct a unifying theory for two classes of applied methods: analysis of variance and regression analysis. The theory is developed in three stages: least squares and orthogonal projections; moment assumptions and the Gauss-Markov theorem; and the normal distribution and F-tests.
Meets Science and Math II-A requirement.
The department
Prereq. Mathematics 211, Statistics 240 and 340; 2 meetings (1 hour, 45 minutes); 4 credits
Offered alternate years; next offered in spring 2010.

342f Probability
(Same as Mathematics 342f) This course develops the ideas of probability simultaneously from experimental and theoretical perspectives. The laboratory provides a range of experiences that enhance and sharpen the theoretical approach and, moreover, allows us to observe regularities in complex phenomena and to conjecture theorems. Topics include: introductory experiments; axiomatic probability; random variables, expectation, and variance; discrete distributions; continuous distributions; stochastic processes; functions of random variables; estimation and hypothesis testing.
Meets Science and Math II-A requirement
R. Jordan
Prereq. multivariable calculus; 2 meetings (75 minutes), 1 lab (50 minutes); 4 credits
Offered alternate years at Mount Holyoke and Smith Colleges; offered at Mount Holyoke in fall 2009.

343s Mathematical Statistics
This course is an introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include probability, random variables, special distributions, introduction to estimation of parameters, and hypothesis testing.
Meets Science and Math II-A requirement.
The department
Prereq. Mathematics 202 and 342 recommended; 2 meetings (90 minutes); 4 credits
Offered every spring semester alternately at Mount Holyoke and Smith Colleges; offered at Mount Holyoke in spring 2010.

***344s Seminar in Statistics and Scientific Research**
Topics to be announced.
Meets Science and Math II-A requirement.
The department
Prereq. Mathematics 211 or permission of instructor; 2 meetings (1 hour, 45 minutes); 4 credits
Offered alternate years; next offered in spring 2009.

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. jr, sr, permission of department; 1 to 8 credits

Theatre Arts

The major and minor in theatre arts are administered by the Department of Theatre Arts: Professors Babb (*director of theatre*), Devlin, James (*chair*); Assistant Professor Rundle; Visiting Lecturer Skiles; Lecturers/ Professional Staff Ms. Dubin, Ms.Hayden, Mr. Kaplowitz, Ms. Spees.

Contact Persons

Barbara Bunyan, *theatre manager, senior administrative assistant*
Vanessa James, *chair*
Roger Babb, *director of theatre*

Requirements for the Major

A major must acquire a foundation in the three areas of design, performance (acting and directing), and theatre history and dramatic theory, but thereafter she is free to tailor her program to fit her particular interests. With her faculty advisor she is expected to assume responsibility for the shape and emphasis of her theatre training, through elective courses and practical experiences, as part of an overall liberal arts education. All majors must fulfill a production card (see advisor).

Credits

- Ten courses (40 credits)
- At least 12 credits at the 300 level

Courses

- One course in design:
    - 120, Topics in Design
    - 122, Design I
    - 126, Lighting Design I
    - 128, Sound Design I
    - 220, Topics in Design
    - 222, Scene Design II
    - 224, Costume Design II
    - 228, Sound Design II
    - 320, Topics in Design
- One course in performance:
    - 105, Acting I
    - 115, Topics in Performance
    - 205, Acting II
    - 215, Topics in Performance
    - 285, Directing
    - 315, Topics in Performance
    - 385, Directing II
- Two courses in theatre history:
    - Theatre Arts 251, Histories of Performance I
    - Theatre Arts 252, Histories of Performance II
- One course in dramatic literature (offered through any department)
- One theatre seminar (350)
- 16 credits of electives, of which 8 must be taken within the department (limited to 8 practicum credits)

Other

Senior Honors Thesis Requirements and Procedures: Students wishing to write a senior honors thesis in the department must demonstrate excellence in critical writing and the desire to explore a topic in depth through extensive research. In certain cases, traditional research methods may be supplemented by creative work, as long as that work is understood to be an organic part of the written thesis, and vice versa.

The student should discuss her interest with a faculty member in the department and work closely with him or her throughout the entire process. Two additional readers should be included on the student's committee.

By February 1 of her junior year, the student should submit a proposal to the chair of the department that includes the following:

- A brief explanation of why she wants to pursue an honors thesis.
- A three- to five-page description of the thesis. This should include an introduction to the subject, a breakdown of chapters and their contents, a tentative schedule for completion of the work, and a preliminary bibliography. If additional research outside the College is required, this must also be detailed.

- Two samples of critical writing, preferably papers from previous classes, with professors' comments included.

Note: If creative work is involved as a form of research, the proposal must include a clear explanation of the relationship between artistic practice and critical writing, the resources needed to complete the artistic work, and a schedule for doing so.

The department will meet to discuss the proposals early in the spring semester. If any revisions to the proposal are suggested, the student should submit them to the chair as soon as possible.

Final decisions will be announced by March 1, and are based on the student's demonstrated abilities, the feasibility of the particular topic, and the availability of faculty resources.

Independent Study: Independent studies are available to qualified students wishing to explore course work that is not offered at the Five Colleges. To submit an independent study proposal for department approval, the student, in collaboration with the instructor, must provide the following:

- A written outline clearly articulating the reasons for the independent study.
- A suggested schedule of study, including the number and nature of written assignments, possible reading list, and the expectations of the student and her instructor.
- A brief narrative stating the student's qualifications for independent, intensive work.

Timeline: A complete proposal should be submitted by the end of the semester before the time of proposed study.

Senior Projects: See the Theatre Arts Web site at *www.mtholyoke.edu/acad/theat/* for guidelines and procedures.

Requirements for the Minor

Credits

- A minimum of 16 credits above the 100 level

Courses

- At least one course at the 300 level

Course Offerings

Lab: Some courses may require a student's participation in a preparation or running crew on a major production on one of the Five College campuses. One such crew will satisfy a student's lab requirement for courses taken in a single semester.

Auditions for Mount Holyoke College theatre productions are open to all students from the Five Colleges.

105fs Acting I
An introduction to performance through a variety of improvisational exercises designed for developing basic techniques. After exploring visual, aural, tactical, and scripted performance sources, the students will rehearse and present two performance projects.
Meets Humanities I-A requirement.
J. Devlin, S. Skiles (fall);
J. Devlin, R. Babb (spring)
2 meetings (2 hours) and lab; $10 lab fee;
4 credits; enrollment limited to 14

***115fs Topics in Performance**
Meets Humanities I-A requirement.
The department
2 meetings (2 hours) and lab; lab fee;
4 credits
Note: *Preregistered students must attend the first class in order to guarantee their place in the course.*

120s Topics in Design
Various topics in theatrical design, or in related design fields, including theory, practice, and history. Subjects may include performance and design, costume crafts, and materials and techniques. The course combines historical study with studio work.

Spring 2008: Costume Construction
This course will explore the evolution of costume construction, using both historical and modern methods. Commercial patterning, flat patterning, and draping methods will

be covered. Students will learn skills for the construction, care, identification, and treatment of fabric and the use and maintenance of tools used in the costume shop. Through these methods we will interpret costume renderings by prominent designers.
Meets Humanities I-A requirement.
P. Spees
2 meetings (2 hours) and lab; $25 lab fee; preference given to fy and soph; 4 credits; enrollment limited to 12
Note: *Additional purchase of construction supplies and materials is the responsibility of the student.*

**120s History of Theatre Design*
A visual history of world theatre. A study of the spaces in which theatre has been performed and of the sets and costumes particular to individual plays and performances.
Meets Humanities I-A requirement.
The department
2 meetings (2 hours) and lab; 4 credits

122f Design I
An introduction to the art and work of the set and costume designer in the performing arts. Students will learn how a designer approaches a script, how their work impacts a production, and what means are used in the execution of this process. They will learn how to develop their own visual imaginations and how to create visual concepts through discussions, renderings, and models. No previous experience in theatre, performance, or the visual arts is required.
Meets Humanities I-A requirement.
V. James
1 meeting (3 hours); $25 lab fee; 4 credits; enrollment limited to 20
Note: *Additional purchase of design supplies and materials is the responsibility of the student.*

126s Lighting Design I
Study of light as a design medium using color, intensity, distribution, and movement. Formulation of lighting designs with plots, sections, and control charts. Practical application in theatre productions.
Meets Humanities I-A requirement.
L. Dubin
2 meetings (2 hours) and lab; 4 credits; enrollment limited to 12
Note: *Purchase of design supplies, materials, and theatre tickets is the responsibility of the student.*

128f Sound Design I
This course will explore the process of creating basic soundscapes, collage techniques, having emotional responses to a play, converting these responses into sound, reading a script from a design point of view, organizing cueing, and period research. This is a hands-on course; in the latter half of the semester, a full design will be created for a short script, taken from first discussion to actual cueing implemented with actors in the Black Box space. Software will be learned, and hardware will be gently explored.
Meets Humanities I-A requirement.
R. Kaplowitz
1 meetings (3 hours) and lab; 4 credits; enrollment limited to 12

150f What Is Performance?
(Writing-intensive course; first-year seminar) What's the difference between acting and being, and how does the idea of "performance" structure this difference? How do we "perform" our own identities, and how do we interpret the performances of others? This seminar offers a basic introduction to performance studies, an exciting new discipline through which everyday life, ritual behaviors, and artistic practices are studied. Perspectives from the arts, humanities, and social sciences will be explored using both textual and performative approaches. This is a speaking-, reading-, and writing-intensive class that includes innovative individual and group exercises.
Meets Humanities I-A requirement.
E. Rundle
Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 14

166f Introduction to the Music of Africa
(Same as Music 166) This course concentrates on indigenous musical traditions from different parts of Africa. Cross-cultural features as well as regional varieties are examined. A major objective of the course is to facilitate an understanding of the cultural

contexts within which African musical traditions derive their meaning and significance. Relying on live performances and recordings, the course examines the conceptual and behavioral aspects of music, the contexts and functions of performances, musical instruments and vocal styles, the training and status of musicians, and the stylistic features of the music. The course culminates in a performance of an African opera.
Meets multicultural requirement; meets Humanities I-A requirement.
O. Omojola
4 credits; enrollment limited to 25

180f Introduction to Technical Theatre
This course will examine the materials and techniques used in building and operating theatrical scenery. It will include prop building, rigging, and mechanical drafting for the theatre. Students will learn the skills to work in the scene shop interpreting scenic designs for department productions.
Meets Humanities I-A requirement.
S. Hayden
2 meetings (75 minutes) and lab; 4 credits; enrollment limited to 12
Note: *Purchase of design supplies, materials, and theatre tickets is the responsibility of the student.*

***205f Performance II**
A continuation of the techniques developed in Performance I, with additional work in scene study, mask characterization, and physical theatre. The student will rehearse and present two performance projects. Readings will be selected from works by Peter Brook, Tadashi Suzuki, Uta Hagen, and others.
Meets Humanities I-A requirement.
Prereq. Theatre Arts 105, 115, or permission of instructor; 2 meetings (2 hours) and lab; $10 lab fee; 4 credits; enrollment limited to 14

205s Acting II
A continuation of techniques developed in Acting I with a greater commitment to the culture of collaboration. Concentration is on scene work with "classic" realist playwrights, Chekhov, Ibsen, and Williams. Scene study continues with contemporary masters Churchill, Mamet, and Parks. Actor training will involve the embodiment of physical behavior, the visceral use of language, and more intermediate composition work with Viewpoints to develop and refine character. Practical tools explored in class are intended to offer the student greater vocal, physical, and imaginative freedom and clarity, as well as formidable text analysis skills.
Meets Humanities I-A requirement.
S. Skiles
Prereq. Theatre Arts 105 or permission of instructor; 2 meetings (2 hours) and lab; $10 lab fee; 4 credits; enrollment limited to 14

215fs Topics in Performance
Topics courses offer a specific approach to performing. They may include mask characterization, physical theatre techniques, acting Shakespeare, and vocal training, among others.

Fall 2007

215f(01) Principles of Voice and Verse
An introduction to vocal work with an emphasis on Shakespeare's verse. Speaking is a physical, visceral act of power. Class work will focus on the beginnings of strengthening and tuning the body as total expressive vocal instrument with the aim of embodying language. Working with passages from Shakespeare's poetry and plays is intended to liberate emotional impulses, articulate complex intellectual arguments and engage the imagination in thoughtful play.
Meets Humanities I-A requirement.
S. Skiles
Prereq. Theatre Arts 105 or permission of instructor; 2 meetings (2 hours); $10 lab fee.; 4 credits; enrollment limited to 12

Spring 2008

215s(02) Suzuki Actor Training
This course will focus on Suzuki actor training, a rigorous, physical method developed by Tadashi Suzuki. Drawing from the classical Japanese art forms, Noh and Kabuki, and other sources. Suzuki trains actors to connect to their "animal" energy and also to the ground. Through a series of exercises, actors develop physical strength and projection. The work will culminate in a performance based on a dramatic text. May

be taken at 300 level dependent upon course work.
Meets Humanities I-A requirement.
J. Devlin
Prereq. Theatre Arts 105 or permission of instructor; 2 meetings (2 hours); $10 lab fee; 4 credits; enrollment limited to 14

220s Topics in Design
Various topics in theatrical design, or in related design fields, including theory, practice, and history. Subjects may include opera performance and design, costume crafts, and materials and techniques. The course combines historical study with studio work.

Spring 2007

220s(01) Design Studio
This is a course for students who have taken Design I and would like to explore this discipline further focusing on set and/or costume design. Designers will visualize a play from initial ideas to a complete presentation as a portfolio project and/or design a department production. May be taken at the 300 level dependent upon course work.
Meets Humanities I-A requirement.
V. James
Prereq. Theatre Arts 120; preference for taking one or more of the following and work on production crews: painting, drawing, sculpture, architecture, costume and/or set construction, lighting design; 1 meeting (3 hours) and lab; $25 lab fee; 4 credits; enrollment limited to 10
Note: *Additional purchase of design supplies and materials is the responsibility of the student.*

***222s Scene Design II**
The art, practice, and history of designing stage settings for the theatre. Students develop their own theatrical vision through design projects and learn the communication tools of rendering, drafting, and model building.
Meets Humanities I-A requirement.
The department
Prereq. Theatre Arts 122, 180, or permission of instructor; 2 meetings (2 hours) and lab; $10 lab fee; 4 credits; enrollment limited to 12
Note: *Purchase of design supplies is the responsibility of the student.*

***224s Costume Design II**
The art and practice of designing costumes for theatre and opera. Students investigate the creative process and technical skills of design, read plays and librettos, and conceive their own designs. The course surveys the history of world clothing and of costume design for the performing arts. Students provide their own materials.
Meets Humanities I-A requirement.
S. Conly
Prereq. Theatre Arts 120, an art studio course or permission of instructor; 2 meetings (2 hours) and lab; $10 lab fee; 4 credits; enrollment limited to 12

***226s Lighting Design**
Study of light as a design medium using color, intensity, distribution, and movement. Formulation of lighting designs with plots, sections, and control charts. Practical application in theatre productions.
Meets Humanities I-A requirement.
L. Dubin
Prereq. Theatre Arts 120 or permission of instructor; 2 meetings (2 hours) and lab; 4 credits; enrollment limited to 12
Note: *Purchase of design supplies, materials, and theatre tickets is the responsibility of the student.*

***228fs Sound Design**
This course examines the theory, practice, and history of theatrical sound design. The course will make use of classroom projects and the current Rooke Theatre productions to develop the students' sound designs. We will use computers extensively for editing and playback.
Meets Humanities I-A requirement.
The department
Prereq. Theatre Arts 128 or permission of instructor; 2 meetings (2 hours) and lab; 4 credits; enrollment limited to 10

***234fs Topics in Theatre Studies**
Various topics in theatre studies including particular theatrical periods and genres. Topics may include melodrama, postcolonial theatre, early twentieth-century avant-garde

movement, feminist theatre, etc. These courses include historical and theoretical approaches and could involve interdisciplinary collaboration.

**234f(01) TBA*
Meets Humanities I-A requirement.
The department
Prereq. Theatre Arts 105, 122 or permission of instructor; 4 credits

**234s(01) Introduction to Performance Studies*
(Writing-intensive course) Performance studies focuses on how meaning is created through cultural behaviors and practices. This course will teach students the basic skills needed to analyze a variety of performances, from ritual and theatre to the interactions and occurrences that constitute everyday life. Students will learn to use performance theory to examine the ways in which identity is constructed and maintained in social contexts. Each week students will study a particular aspect of performance theory and apply what they have learned to observation in the field. This is a reading- and writing-intensive course that emphasizes connections between the humanities and social sciences.
Meets Humanities I-A requirement.
E. Rundle
Prereq. Theatre Arts 105, 122, or permission of instructor; 4 credits

***243s Screenwriting**
(Writing-intensive course) Screenwriting is visual storytelling. This course provides the student with the necessary tools for script construction and storytelling in pictures. An emphasis on structure and character will prepare the student for the step outline of a feature-length film. Writing exercises and script analysis are included.
Meets Humanities I-A requirement.
The department
Prereq. permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 14

251f Histories of Performance I
A survey of world performance history, including: the evolution of human language and consciousness; the rise of oral, ritual, and shamanic performance; religious and civic festivals; and imperial theatre practices that position the stage at the dangerous intersection of religious worship, public taste, royal patronage, and government censure. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force in various societies. We explore not only how performances were created—in terms of design, dramaturgy, architecture, and acting—but also for whom, and why.
Meets multicultural requirement; meets Humanities I-A requirement.
E. Rundle
2 meetings (75 minutes); 4 credits; enrollment limited to 25

252s Histories of Performance II
A historical survey of dramatic texts and world performance traditions from the seventeenth to the twentieth centuries, with attention given to: the influence of print culture on early modern theatrical movements; the rise of nationalism and the creation of dramatic genres; and the effects of industry and technology on experimental modernist forms. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force. As such, we explore not only how performances are created—in terms of design, dramaturgy, architecture, and acting—but for whom, and why.
Meets multicultural requirement; meets Humanities I-A requirement.
E. Rundle
Prereq. Theatre Arts 251; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***280f Management: Stage Management**
This course will examine stage management techniques for academic, professional, and community theatre and explore the role of the stage manager in these various theatre environments. Each student will be required to stage manage a production. Students will also be required to see and evaluate theatrical productions in the area.
Meets Humanities I-A requirement.
S. Hayden

Prereq. one 100-level theatre arts course or permission of instructor; 2 meetings (2 hours) and lab; 4 credits; enrollment limited to 12
Note: *Theatre tickets, supplies, and materials are the responsibility of the student.*

281fs Shakespeare
(Speaking-intensive course; same as English 211f) A study of some of Shakespeare's plays, emphasizing both the poetic and the dramatic aspects of his art, with attention to the historical context and varieties of critical interpretations, including those of the twentieth century. Nine or ten plays.
Meets Humanities I-A requirement; meets English department pre-1700 requirement.
E. Hill (fall); F. Brownlow (spring)
Prereq. soph or permission of instructor; 2 meetings (75 minutes) or 3 meetings (50 minutes); 4 credits

282fs Theatre Practicum

Fall 2007

282f(01) TBA
Rehearsal and performance of staged reading to be performed October 2007.
Meets Humanities I-A requirement.
S. Skiles
Prereq. by audition or interview only; 2 to 4 credits

282f(02) Brecht's Trial
Rehearsal and performance of *Brecht on Broadway*, an original piece by Holger Teschke, directed by Joyce Devlin. To be performed November 8–11, 2007.
Meets Humanities I-A requirement.
J. Devlin
Prereq. by audition or interview only; 2 to 4 credits

Spring 2008

282s(01) TBA
Prereq. by audition or interview only; 2 to 4 credits

282s(02) TBA
Rehearsal and performance of production to be performed April 2008.
Meets Humanities I-A requirement.
R. Babb
Prereq. by audition or interview only; 2 to 4 credits

283s Playwriting I
(Writing-intensive course; same as English 205s) See online information (fall 2007) for course description.
Does not meet a distribution requirement.
The department
Prereq. an English writing course, one course in theatre arts, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 10

***284f Dramaturgy and Criticism**
(Writing-intensive course) This writing-intensive course is designed for student writers and dramaturgs interested in discursive thinking, dramaturgical analysis, and expository writing. Students establish their own critical vocabularies and writing styles through analysis of a new play; reading of various theatre reviews, critical essays, and philosophical meditations; and participation in weekly collaborative discussions to pay close attention to students' own writing and suggest various revisions.
Meets Humanities I-A requirement.
The department
Prereq. Theatre Arts 100 and 251, 252 or 253, a basic writing course, and permission of instructor; 1 meeting (3 hours); 4 credits

285f Directing
285f(01) This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm, and style.
Meets Humanities I-A requirement.
J. Hellweg
Prereq. 8 credits in department including Theatre Arts 105 or 205 or permission of instructor; 2 meetings (2 hours); $10 lab fee; 4 credits; enrollment limited to 12

**285s(01)* The art of directing, with equal emphasis on the director/actor relationship, text analysis and interpretative skills, and collaboration with designers and technical directors. Students direct theatre students in scenes, performance pieces, and short plays.
Meets Humanities I-A requirement.
J. Devlin

Prereq. 8 credits in department including Theatre Arts 105 or 205 or permission of instructor; 2 meetings (2 hours); $10 lab fee; 4 credits; enrollment limited to 12

295fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. permission of instructor; 1 to 4 credits

***314s Renaissance Drama**
(See English 314s)

***315fs Topics in Performance**

**315f(01) Suzuki Actor Training*
This course will focus on Suzuki actor training, a rigorous physical method developed by Tadashi Suzuki. Drawing from the classical Japanese art forms, Noh and Kabuki, and other sources, Suzuki trains actors to connect to their "animal" energy and also to the ground. Through a series of exercises, actors develop physical strength and projection. The work will culminate in a performance based on a classical text.
Meets Humanities I-A requirement.
J. Devlin
Prereq. one performance course and permission of instructor; 3 meetings (90 minutes) and lab; $10 lab fee; 4 credits; enrollment limited to 8

**315s(01) Advanced Acting/Directing*
Continuing the study of acting and directing through exercises, improvisations, and the rehearsal and presentation of scenes from dramatic literature. Directors cast performance projects from within the class, and actors have the opportunity to direct their own work.
Meets Humanities I-A requirement.
Prereq. 8 credits in department including either Theatre Arts 205 for actors, and 285 for directors, or permission of instructor; 2 meetings (2 hours) and lab; $10 lab fee; 4 credits; enrollment limited to 15

***320 Topics in Design**
Various topics in theatrical design, or in related design fields, including theory, practice, and history. Subjects may include opera performance and design, costume crafts, and materials and techniques, among others.

**320 Advanced Set Design*
For students with particular interest in scene design. This course investigates advanced design ideas, budgets, and the technical demands of translating a design into a real stage space.
Meets Humanities I-A requirement.
V. James
Prereq. two set design courses (at least one at the 200 level) and permission of instructor; 3 meetings (1 hour) and lab; 4 credits

**320 Art Direction for Film and Television*
A study of the art and practice of designing a production on film and tape, the art director as visual conceptualizer, and the techniques of designing sets and locations. Students read film scripts and prepare story boards. They also view films and study them to learn the designer's role in filmmaking.
Meets Humanities I-A requirement.
V. James
Prereq. a set design course or permission of instructor; 2 meetings (2 hours); $5 lab fee; 4 credits
Note: *Students should have access to a still photography camera and supply their own materials.*

***332fs Modern Drama**

332f(01) (Same as English 332) Classics of modern European and American drama from the late nineteenth century to the present. Readings include plays by Ibsen, Strindberg, Chekhov, Shaw, Wilde, O'Neill, Williams, Stoppard. We will also look at one or two musicals.
Meets Humanities I-A requirement; meets theatre arts department seminar requirement (Theatre Arts 350)
B. Leithauser
Prereq. jr, sr, 8 credits in English or theatre arts, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

332s(01) (Same as English 332) A history of drama in Europe, America, and Africa from the late nineteenth century to the present. Readings include plays by Ibsen, Strindberg, Chekhov, Shaw, O'Casey, Pirandello, O'Neill, Brecht, Williams, Miller, Beckett, Pinter,

Hansberry, Soyinka, Aidoo, Shepard, Fugard, Norman, Wilson, and Parks.
Meets Humanities I-A requirement; meets theatre arts department seminar requirement (Theatre Arts 350)
J. Lemly
Prereq. jr, sr, 8 credits in English or theatre arts, or permission of instructor; 2 meetings (2 hours); 4 credits

***334f Topics in Theatre Studies**
Various topics in theatre studies including particular theatrical periods and genres. Topics may include melodrama, post-colonial theatre, early twentieth-century avant-garde movements, feminist theatre, etc. These courses include historical and theoretical approaches and could involve interdisciplinary collaboration.

**334f(01) Gender and Power in Early Modern Theatre*
(Same as English 317f(01)) How is gender represented, and how is power gendered, in plays by Shakespeare's contemporaries and successors? Examples: unruly Alice Arden murdering her husband, Kate "tamed" in *The Taming of the Shrew*, Fletcher's "reply," *The Tamer Tamed*, and Middleton and Dekker's *Roaring Girl*, Moll Cutpurse. Topics such as boy actors, cross-dressing, early modern theories of sexuality, and the cultural construction of same-sex relationships. Readings in plays by such writers as Kyd, Marlowe, Jonson, Elizabeth Cary, Beaumont and Fletcher, Dekker, Middleton, Webster, and Ford, and in recent criticism. Substantial opportunity for independent work reflecting each student's own interests.
Meets Humanities I-A requirement.
P. Berek
Prereq. 8 credits in department or permission of instructor; 4 credits

350fs Seminar

Fall 2007

350f(01)Brecht in America: Hollywood, Broadway, and the Misunderstandings of Success
(Same as German Studies 331)) This course will explore the American years of Bertolt Brecht between 1941–1947 and compare his theatre work with the political and cultural situation in the United States during World War II and the hearings of the House Committee of Un-American Activities. Students will read texts about Brecht's time and life, as well as primary and secondary documents related to the hearings and analyze the influence of American politics and culture in Brecht's plays, prose, and poetry. In addition, the seminar focuses on the House Committee's strategy to construct a nationwide "Communist conspiracy" in order to discredit the legacy of the New Deal.
Meets Humanities I-A requirement.
H. Teschke
Prereq. 8 credits in theatre arts or in related subjects, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

350f(02) Shakespeare, the Theatre, and the Book
(Speaking-intensive course; same as English 312) In his own time, Shakespeare's writings had life both onstage and in print. This seminar invites students to locate the works we study in relation to the early modern theatre and to the history of the book, especially the development of a reading audience for popular art. Readings include such works as *Romeo and Juliet*, the sonnets, and *Troilus and Cressida* and *King Lear*. We will also explore current critical debates about gender, sexuality, and literary genre. Substantial opportunity will be provided for independent work reflecting each student's own interests.
Meets Humanities I-A requirement.
P. Berek
Prereq. 8 credits in theatre arts and some previous study of Shakespeare, or permission of instructor; English prereq: see English 312; 1 meeting (3 hours); 4 credits; enrollment limited to 15

Spring 2008

350s(01) Staging Theory
This course examines the major theoretical and critical statements on performance from the classical period to the postmodern era—from Plato to Brecht and beyond. Central to our study will be the evolving concepts of representation, structure, and genre as elements of changing ideologies. The

writings of theorists, critics, and practitioners—contextualized and supplemented by play texts—will be further explored, illuminated, and challenged through writing and performance projects that require students to put theory into practice.
Meets Humanities I-A requirement.
E. Rundle
Prereq. 8 credits in theatre arts or in related subjects, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

350s(02) Suzan-Lori Parks, Revolutionary Playwright
(Same as English 379s) This seminar examines the plays and other writings of Suzan-Lori Parks, from her "juvenilia" at Mount Holyoke ('85) to her epic *365 Days/365 Plays*, focusing on *The Death of the Last Black Man in the Whole Entire World*, *The America Play*, *Venus*, *In the Blood*, *Topdog/Underdog*, the novel *Getting Mother's Body*, and biographical and critical sources. Particular attention is paid to the eclectic influences upon her work (Hawthorne, Lincoln, Faulkner, Brecht, Beckett, Baldwin, A. Kennedy, Shange, A. Wilson) and to her performance practices and collaborators. Before the course, students should see productions of her work, particularly 365 Plays (*www.365days365plays.com*).
Meets multicultural requirement; meets Humanities I-A requirement.
J. Lemly
Prereq. jr. sr, 8 credits in English, theatre, or African American studies beyond the 100-level, or permission of instructor; 1 meeting (3 hours), occasional screenings/live performances; 4 credits; enrollment limited to 15

***383s Playwriting II**
(Writing-intensive course) A continuation of Playwriting I. In a collaborative workshop setting, students will employ the tools and techniques discussed and practiced in Playwriting I to develop ideas for and construct and refine their own full-length plays. Over the course of the semester, students will present readings of their works-in-progress for peer analysis and feedback. In addition, readings of contemporary plays, theory, playwrights' manifestos, and reviews will be employed for further insight into the dramatic process. The semester will culminate in a New Play Series of staged readings of the playwrights' work with the possibility of partnership with the directing class.
Does not meet a distribution requirement.
The department
Prereq. Theatre Arts 283, playwriting portfolio submission, and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 8

***385fs Directing II**
Advanced study in directing, with equal emphasis on the director/actor relationship, text analysis and interpretative skills, and collaboration with designers and technical directors. Students direct theatre students in scenes, performance pieces, and short plays.
Meets Humanities I-A requirement.
The department
Prereq. Theatre Arts 285; 2 meetings (2 hours) and lab; $10 lab fee; 4 credits

395fs Independent Study
Does not meet a distribution requirement.
The department
Prereq. permission of instructor; 1 to 8 credits

Five College Course Offerings by Five College Faculty, 2007–2008

The following courses are taught by faculty holding Five College joint appointments. These courses, however, are only a few of those available through the Five College Student Interchange. Through the interchange, students at any one of the five campuses—Mount Holyoke, Smith, Hampshire, and Amherst Colleges, and the University of Massachusetts at Amherst—may register for any course offered at the others, provided they follow policies in place at their own campuses, receive approval from their home campus adviser, meet any course prerequisites, and there is space available. For more complete course information, consult the online course catalogue at *www.fivecolleges.edu/fcolcc.html.*

African Studies

Catherine Newbury
Five College Professor of Government
Smith College

Fall 2007

Hampshire: SS 227
Women and Politics in Africa
This course explores the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women; the nature of urban/rural distinctions; and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.

Spring 2008

Smith: Government 321
Seminar in Comparative Government: The Rwanda Genocide in Comparative Perspective
In 1994, Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the twentieth century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the UN International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and the Democratic Republic of the Congo.

Amherst: Political Science 29
Women and Politics in Africa
See SS 227 above.

American Studies

Karen Cardozo
Five College Visiting Assistant Professor of American Studies
Amherst College

Fall 2007

Amherst: American Studies 25
Introduction to Asian/Pacific/American Studies
This course broadly explores the cultural, geographic, and intellectual boundaries of

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Visiting the College

A visit to the campus provides the best introduction to Mount Holyoke College. The Office of Admission offers daily information sessions and tours, as well as on-campus interviews, overnight stays in residence halls during the academic year, and meetings with professors and coaches. Visitors need not make appointments for campus tours, but students who would like to arrange an interview, an overnight visit, or a meeting with a coach should call at least two weeks in advance of their visit. The Office of Admission, located in the Harriet Newhall Center, is open Monday through Friday from 9 AM to 5 PM and Saturdays from 9 AM to NOON. For interview appointments or tour schedules, call 413-538-2023.

Administrative offices are located in Mary Lyon Hall; business and financial aid offices are located in Skinner Hall. Overnight accommodations are available on campus at the Willits-Hallowell Center. For reservations and information call 413-538-2217 or write to the Willits-Hallowell Center, Mount Holyoke College, South Hadley, Massachusetts 01075.

The main College telephone number is 413-538-2000; all offices and residence halls may be reached through this number.

How to Reach the College

Mount Holyoke College is located in the town of South Hadley, Massachusetts, on Route 116.

By car

The College is five miles north of Holyoke and twelve miles north of Springfield on Route 116. When traveling north on Route 91, exit at Route 202 (Holyoke-South Hadley, Exit 16) and proceed through Holyoke, across the Connecticut River, and around the rotary to the exit marked South Hadley Center/Amherst, Route 116 north. The College is approximately two and one-half miles from the exit. When traveling south on Route 91, exit at Route 141 (Holyoke-South Hadley, Exit 17) and proceed east on Route 141 until it intersects with Route 202. Turn left and follow the same directions as above. From Massachusetts Turnpike Exit 5, turn left toward Westover onto Route 33 north, turn right onto Route 116 to South Hadley Center, and drive approximately one and one-half miles north to the College.

By air

Bradley International Airport, Connecticut, the nearest airport, has van/car service to Springfield and South Hadley.

By bus

Peter Pan offers service from Boston and New York City to South Hadley, with transfers in Springfield.

By train

Springfield is served by Amtrak. Taxi and van/car service are available from Springfield to South Hadley.

Correspondence

The post office address of the College is South Hadley, Massachusetts 01075. The College phone number is 413-538-2000.

President
General interests of the College

Dean of Faculty/Vice President for Academic Affairs
Academic policy and curriculum development

Dean of the College/Vice President for Student Affairs
Academic work of students, fellowships, admission to graduate work

Associate Dean of the College/Dean of Students
Residence halls and nonacademic concerns; religious life of the College

Dean of Admission
Admission to the first-year class and transfer admission

Director of Career Development Center
Career counseling and placement of students and graduates

Director of Student Financial Services
Student bills and financial assistance

Director of the Frances Perkins Program
Nontraditional transfer admission

Director of Human Resources
Student jobs on campus, remunerative work

Vice President for Development
Fundraising and giving opportunities

Comptroller
Business matters

Registrar
Official certification of student records, enrollment statistics

Alumnae Association Executive Director
Alumnae and the Alumnae Association

Student Enrollment

Geographical Distribution of Students

Alabama
Alaska
Arizona
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Total enrollment from United States *1,795*

Foreign Countries
Afghanistan
Albania
Algeria
Australia
Bangladesh
Belarus
Bhutan
Bolivia
Brazil
Bulgaria
Canada
China
Colombia
Croatia
Czech Republic
Ecuador
Estonia
Ethiopia
France
Georgia
Germany
Ghana
Greece
Guatemala
Guinea
Guyana
Honduras
Hungary
India
Italy
Jamaica
Japan
Kenya
Korea
Kyrgyzstan
Latvia
Lebanon
Mauritius
Mexico
Mongolia
Myanmar
Nepal
Nigeria

Mount Holyoke College Bulletin & Course Catalogue: 2007 - 2008

Oman
Pakistan
Papua New Guinea
Peru
Romania
Russia
Senegal
Serbia and Montenegro
Singapore
Somalia
South Africa
South Korea
Spain
Sri Lanka
St. Lucia
Taiwan
Tanzania
Thailand
Trinidad and Tobago
Turkey
Uganda
Ukraine
United Arab Emirates
United Kingdom
Venezuela
Vietnam
Zimbabwe

Total enrollment from foreign countries	*354*
Total enrollment (undergraduate and graduate)	*2,153*

Administrative Offices

Office of the President

Joanne V. Creighton
President
B.A., University of Wisconsin; M.A., Harvard University; Ph.D., University of Michigan

Jesse H. Lytle
Assistant to the President and Secretary of the College
B.A., Amherst College; M.S.Ed., Ed.D., University of Pennsylvania

Board of Trustees

Leslie Anne Miller, A.B., M.A., J.D., L.L.M.
Chair of the Board
Bryn Mawr, Pennsylvania (2010)

Joanne V. Creighton (ex officio), B.A., M.A., Ph.D.
President of the College
South Hadley, Massachusetts

Janet Falik Aserkoff, A.B., J.D.
Cambridge, Massachusetts (2011)

Barbara Moakler Byrne, A.B., M.B.A.
Princeton, New Jersey (2011)

Maria A. Cirino, A.B.
Boston, Massachusetts (2008)

Ellen M. Cosgrove, A.B., J.D.
Lexington, Massachusetts (2010)

Mary Beth Topor Daniel, A.B., M.A.
New York, New York (2012)

Mary Graham Davis, A.B., M.A.
New York, New York (2009)

Barbara Dombkowski Desoer, A.B., M.B.A.
Charlotte, North Carolina (2012)

Nancy J. Drake, A.B., M.S.
Vadnais Heights, Minnesota (2008)

Claude du Granrut, A.B.
Senlis, France (2008)

Ludmila Schwarzenberg Hess, A.B., M.B.A.
New York, New York (2012)

Anthony Lake, A.B., Ph.D.
Washington, DC (2010)

Mindy McWilliams Lewis, A.B., M.S.
Columbus, Indiana (2011)

Guy R. Martin, B.A., J.D.
Washington, DC (2010)

Susan Bateson McKay, B.A., M.B.A.
Vienna, Virginia (2010)

Audrey A. McNiff, A.B., M.B.A.
Greenwich, Connecticut (2012)

Divita Mehta, A.B.
Fairfield, Connecticut (2009)

Frances Hall Miller, A.B., J.D.
Boston, Massachusetts (2009)

Suzanne d'Olive Mozena, A.B., M.H.S.
Grosse Pointe Farms, Michigan (2012)

Richard E. Neal, B.A., M.A.
Springfield, MA (2010)

Deborah A. Northcross, A.B., M.Ed.
Memphis, Tennessee (2009)

Kavita Ramdas, A.B., M.A.
San Francisco, California (2008)

H. Jay Sarles, B.A.
Wellesley, Massachusetts (2009)

Carol Geary Schneider, A.B., M.A., Ph.D.
Washington, DC (2008)

Susan Weatherbie, A.B., M.A.
Boston, Massachusetts (2009)

David Wilson
Seattle,Washington (2012)

Margaret L. Wolff, B.A., J.D.
New York, New York (2010)

Emeriti Chairs

Jameson Adkins Baxter, A.B.
Trustee, 1981–1989
Chair of the Board, 1989–1994

Eleanor Graham Claus, A.B., R.N., M.S.N.
Trustee, 1994–1999
Chair of the Board, 1999–2005

John L. Cooper, A.B.
Trustee, 1958–1968, 1969–1979
Chair of the Board, 1971–1979

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Chair of the Board, 1979–1984

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Trustee, 1971–1984
Chair of the Board, 1994–1999

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Trustee, 1982–1989
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Admission, Office of

Diane C. Anci
Dean of Admission
B.A., Wheaton College

Karen L. Kirkpatrick
Associate Dean of Admission/Director of Admission Outreach
B.A., University at Albany

Botanic Garden

Ellen M. Shukis
Director
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Appendix

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Key to superscripts
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2 = on leave for first semester
3 = on leave for second semester
4 = teaching first semester
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Ph.D., City University of New York; Ph.D., Ecole des Hautes Etudes en Sciences Sociales, Paris; M.A., New York University; B.A., Barnard College

[1]Alan Werner
Professor of Geology
Ph.D., University of Colorado; M.S., Southern Illinois University; B.S., Grand Valley State University

[2]Jon Western
Five College Associate Professor of International Relations
Ph.D., Columbia University; M.P.P., University of Michigan; B.A., Macalester College

Andrea Whitcomb
Senior Lecturer in Physical Education and Athletics
M.S., Smith College; B.S., State University of New York

Lucas Wilson
Associate Professor of African American Studies and Economics; Director of Academic Development
Ph.D., University of Massachusetts; M.A., Columbia University; B.A., Morehouse College

Ronaldo Vergelio Wilson
Visiting Instructor in English
M.A., New York University; A.B., University of California, Berkeley

[5]Jeremy Wolf
Visiting Instructor in Politics
M.A., University of Massachusetts; B.A., Simon's Rock College of Bard

Craig Woodard
Professor of Biological Sciences
Ph.D., M.Phil., M.S., Yale University; B.S., Bates College

Elizabeth Young
Associate Professor of English and Gender Studies
Ph.D., University of California, Berkeley; A.B., Harvard University

Fei Yu
Visiting Assistant Professor of Economics
Ph.D., Harvard University; M.A., Princeton University; M.S., University of London; B.A., Dalian University of Technology

Dubravka Zarcov
Ford Associate in Gender Studies
Ph.D., Catholic University of Nijmegen;
M.A., Institute of Social Studies, The Hague;
B.A., University of Belgrade

[5]Hui Zhang
Visiting Associate Professor of Asian Studies
B.A., Beijing Language and Culture University

[4]Lena K. Zuckerwise
Visiting Instructor in Politics
A.B., Mount Holyoke College

Emeriti

Norma Adams, Ph.D.
Professor Emeritus of History

Elizabeth Margaret Boyd, Ph.D.
Professor Emeritus of Biological Sciences

Jeanne Brownlow, Ph.D.
Senior Lecturer Emeritus in Spanish

James Bruce, Ph.D.
Professor Emeritus of Sociology

Michael Burns, Ph.D.
Professor Emeritus of History

Mary K. Campbell, Ph.D.
Professor Emeritus of Chemistry

R. Alberto Castilla, Ph.D.
Professor Emeritus of Spanish

James T. Cavanaugh, B.F.A.
Professor Emeritus of Theatre Arts

Joan Estelle Ciruti, Ph.D.
Professor Emeritus of Spanish

Edward Philbrook Clancy, Ph.D.
Professor Emeritus of Physics

Dorothy McIntosh Cogswell, M.F.A.
Professor Emeritus of Art

Anne Cotton, Ed.D.
Registrar Emeritus

Carol Eifler Craig, M.D.
Director Emeritus of the Health Center; College Physician Emeritus

Sharon L. Crow, M.Ed.
Professor Emeritus of Physical Education and Athletics

Francis J. DeToma, Ph.D.
Professor Emeritus of Biological Sciences

John Durso, Ph.D.
Professor Emeritus of Physics

Anne Carey Edmonds, L.H.D.
College Librarian Emeritus

Irving Eisley, Ph.D.
Professor Emeritus of Music

Stephen Ellenburg, Ph.D.
Professor Emeritus of Politics

Virginia Ridley Ellis, Ph.D.
Professor Emeritus of English

Peter Enggass, Ph.D.
Professor Emeritus of Geography

Merrill A. Ewing, M.B.A..
Treasurer Emeritus

Jessie Lie Farber, M.A.
Professor Emeritus of Physical Education

Anthony Edward Farnham, Ph.D.
Professor Emeritus of English

J. W. Fiegenbaum, Ph.D.
Professor Emeritus of Religion

Wayne D. Gass, M.B.A.
Dean of Administration and Business Manager Emeritus

Gwendolyn Glass, A.B.
Secretary of the College Emeritus; Secretary of the Board of Trustees Emeritus

Martha Miller Godchaux, Ph.D.
Professor Emeritus of Geology

Philippa Forder Goold, Ph.D.
Professor Emeritus of Classics

Thelma Jean Grossholtz, Ph.D.
Professor Emeritus of Politics

George Elisha Hall, Ph.D.
Professor Emeritus of Chemistry

Eugenia Warren Herbert, Ph.D.
Professor Emeritus of History

Robert Herbert, Ph.D.
Professor Emeritus of Fine Arts

Carlyle S. Hodges, A.M.
Professor Emeritus of Music

Kathleen Holt, A.M.
Lecturer Emeritus in Biological Sciences

Michael Hyer, M.Ed.
Senior Lecturer Emeritus in Physical Education and Athletics

Marjorie Ruth Kaufman, Ph.D.
Professor Emeritus of English

Elizabeth Topham Kennan, Ph.D.
President Emeritus of the College; Professor Emeritus of History

Clara Regina Ludwig, A.B.
Director Emeritus of Admissions

Angelo Mazzocco, Ph.D.
Professor Emeritus of Spanish and Italian

Gale S. McClung, A.B.
Editor Emeritus of the Alumnae Quarterly

Mary Williamson McHenry, M.A.
Professor Emeritus of English
Catharine Melhorn, Ph.D.
Professor Emeritus of Music

Igor S. Mihalchenko, Ph.D.
Associate Professor Emeritus of Russian

Mario Moffa, Ph.D.
Professor Emeritus of Italian

Sarah Southworth Montgomery, Ph.D.
Professor Emeritus of Economics; Dean of the College Emeritus

Thomas Warner Moore, Ph.D.
Professor Emeritus of Physics

Mary Park Morison, M.S.
Professor Emeritus of Physical Education

Ellen Conley Ortyl
Assistant to the Dean of Faculty Emeritus

John C. Osgood, Ed.D.
Professor Emeritus of Psychology and Education

Jacques-Henri Perivier, Ph.D.
Professor Emeritus of French

Susan Perry, M.L.S.
College Librarian and Director of Library, Information, and Technology Services Emeritus

Adaline Pates Potter, A.M.
Associate Professor Emeritus of English

Marilyn Ann Zirk Pryor, Ph.D.
Professor Emeritus of Biological Sciences

John Rapoport, Ph.D.
Professor Emeritus of Economics

Lawrence Remillard, M.B.A..
Associate Treasurer Emeritus

Robert Laird Robertson, Jr., Ph.D.
Professor Emeritus of Economics

Richard Shale Robin, A.B., Ph.D.
Professor Emeritus of Philosophy

Edith Sebestyen Rostas, S.M.
Professor Emeritus of French
Viktoria Schweitzer, M.A.
Lecturer Emeritus in Russian

Lester J. Senechal, Ph.D.
Professor Emeritus of Mathematics

Geraldine Wheelock Sawyer Shirley, M.D.
College Physician Emeritus

Bulkeley Smith, Jr., Ph.D.
Professor Emeritus of Sociology

Curtis Griffin Smith, Ph.D.
Professor Emeritus of Biological Science

Phyllis Patricia Alexandra Smith, Ph.D.
Professor Emeritus of English

Susan Smith, Ph.D.
Professor Emeritus of Biological Sciences

Diana Stein, Ph.D.
Professor Emeritus of Biological Sciences

Margaret Switten, Ph.D.
Professor Emeritus of French

Jane K. Kaltenbach-Townsend, Ph.D.
Professor Emeritus of Biological Sciences

Mary Elvin Tuttle, A.B.
Assistant to the President Emeritus; Secretary of the Board of Trustees Emeritus

Barry James Wadsworth, Ed.D.
Professor Emeritus of Psychology and Education

Ruth Elizabeth Warfel, M.S.
Dean of Students Emeritus

Patricia Cousins Waters, B.A.
Director Emeritus of Financial Aid

Edwin Snell Weaver, Ph.D.
Professor Emeritus of Chemistry

Elaine Lina Weygand, A.B.
Executive Secretary to the President Emeritus

Emily Lippincott Wick, Ph.D., D.Sc.
Professor Emeritus of Chemistry; Special Assistant to the President for Long-Range Planning Emeritus

Renate B. Wilkins, M.Ed.
Dean of Students Emeritus

Kenneth Lee Williamson, Ph.D.
Professor Emeritus of Chemistry

Tadanori Yamashita, Ph.D.
Professor Emeritus of Religion

Asian American studies. Our interdisciplinary approach will foster analytic links between studies of capitalism, gender, imperialism, and religion as these inform ethnic and racial formations. Course materials will introduce students to this burgeoning field through the different points of entry described in the Five College A/P/A Studies Certificate Program: *expressions* (cultural works of art, literature, film, theatre, etc.), *U.S. intersections* (interethnic connections, for example, between Asian and African Americans), and *global intersections* (diaspora, migration, and transnational formations). Along with its broad survey of the panethnic category of "Asian Americans," the course will feature an in-depth case study of Southeast Asian Americans (e.g., people from Cambodia, Laos, and Vietnam). In addition, students will have the opportunity to map the field for themselves through small group research presentations that will present material not covered by the syllabus.

Mount Holyoke: American Studies 301
Comparative Orientalisms: Afro/Arab/ Asian Connections
Black Islam? Yellow Panthers? Brown Hip-hop? This interdisciplinary course de-centers the white/black dichotomy to engage in a comparative examination of "minority" experience and the complexities of what Vijay Prashad has called "polyculturalism." Through attention to various forms of expression (including art, literature, film, theatre, and music), we will explore the conflicted, creative, and resistant responses of ethnic subjects to their positions within the U.S. racial formation and globally. Although originally referencing the study of the Middle East, Edward Said's seminal concept of Orientalism (as a system of "knowledge" production that renders "Eastern" cultures homogenous and static) will enable us to theoretically link the diverse histories of people of African, Middle Eastern, and Asian descent in the Americas. Feminist critiques will help us analyze the gendered nature of Orientalist discourses, while our study of Occidentalism will enable us to consider the "Oriental" response to the West. We will further interrogate how Orientalist discourses may be internalized and/or deployed by the ethnic communities impacted by such stereotypes. Throughout, we will examine the social forces that foster a politics of "divide and conquer" while uncovering historic and contemporary panethnic alliances and alternative visions of social organization.

Spring 2008

Amherst: American Studies 30
Screening Asian Americans
Emphasizing contemporary issues, this course introduces students to various forms of visual media by and about Asian Americans. Using a chronological and thematic approach, various genres in advertising, television, and film (including narrative dramas, documentaries, and experimental films) will be analyzed within the context of transnational Asian American histories, cultures, and identities. Some of the issues we will address include: Orientalist stereotypes of Asians; the re/ creation of history and memory; the intersections of race, class, and gender/ sexuality, and interracial relations. Students will be expected to apply the critical languages of film and narrative theory to their analysis of visual texts—that is, to understand how form and content relate. Along with its broad survey of the panethnic category of "Asian Americans," the course will feature an in-depth case study of media representations of South Asian Americans (e.g., people from Bhutan, India, Pakistan). Among other assignments, students will independently review a text not covered by the syllabus and generate a final research paper.

UMass: English 491UU
Comparative Orientalisms: Afro/Arab/ Asian Connections
See American Studies 301 above.

Arabic

Mohammed Mossa Jiyad
Five College Senior Lecturer in Arabic
Mount Holyoke College

Fall 2007

Mount Holyoke: Asian 130
Elementary Arabic I
This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing.

Mount Holyoke: Asian 232
Intermediate Arabic I
This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives.

Mount Holyoke: Asian 295
Independent Study in Arabic
Designed for students who would like to continue their study at the advanced level, those who have come back from the Middle East, and those who have Arabic as a minor or designed major. It involves extensive reading, writing, and translation assignments. Students read original texts, get media-based materials from various sites, and listen to audio live reporting from various TV sites on the Web—mainly BBC, alJazeera, alArabiyya, and CNN. This is a demanding course recommended for those who have chosen Arabic to be part of their future career.

Spring 2008

Mount Holyoke: Asian 131
Elementary Arabic II
Continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also, they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather, and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes, and addresses.

Mount Holyoke: Asian 233
Intermediate Arabic II
This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives.

Mount Holyoke: Asian 320
Arab Women in Novelists' Works
The objective of the seminar is to give a well-rounded picture of the problems still confronting women in the Arab world and of the efforts being made by them to achieve a fuller and more equal participation in all aspects of life. Furthermore, the seminar attempts to identify the significant patterns of change in the status of women in the novels of the foremost feminist reformists who, from the turn of the century, have been clamoring for the betterment of conditions for women within their societies. Through these novels students can clearly identify discernible trends that have already been put in motion and are creating new roles for women and men in a new society.

Architectural Studies

Thom Long
Five College Assistant Professor of Architectural Studies
Hampshire College

Fall 2007

Hampshire: HACU 307
Concentration Seminar in Studio Architecture and Design
Open to second-year Division II and Division III students, completing or

anticipating thesis studio projects in architecture and design, this course will enable students to develop their projects in an individual and collaborative studio setting. Students will work to further develop their individual projects while learning new design and representational skills to both gain additional insights and hone additional tools for their particular exploration. This course will include group and individualized guidance for project development and completion. Students will address multiple facets and techniques for addressing a wide range of issues from the theoretical to the actual, incorporating new means, methods, and applications learned throughout the course. Several group readings and studio exercises will be assigned, in addition to individualized readings and guidance. Students must have an individual project ready or in progress at the start of the term.

Mount Holyoke: Art 205
Topics in Architecture: Architectural Design Studio
This studio architecture course will be a design investigation of a particular theme in, or approach to, architecture and the built environment (details to be determined). Students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation) to interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form, and space. Our goal is to apply creative techniques in art and sculpture to the creation of public architectural spaces.
Prerequisite: Drawing I, though one semester of design or sculpture is recommended. The specific topic and lab fee TBD. Enrollment will be determined after the first class meeting.

Spring 2008

Hampshire: HACU 205
Topics in Architecture
See Art 205 above.

Amherst: Euro Studies 52/Fine Arts 16
Architectural Design Studio
See Art 205 above.

Art and Technology

John Slepian
Five College Assistant Professor of Art and Technology
Hampshire and Smith Colleges

Fall 2007

Hampshire: IA 241
Digital Art: Multimedia, Malleability, and Interactivity
Proceeding from the premise that the ideas behind a successful artwork should be intimately related to its materials, this course will investigate three of the most significant characteristics of digital media. We will work with a wide variety of tools that allow for the creation and manipulation of various media, including bitmap and vector images, 2-D animation, and sound. Students will create a series of conceptually based digital artworks, culminating in an interactive multimedia final project. Readings will include essays by diverse authors such as Richard Wagner, Walter Benjamin, Norbert Weiner, and Nam June Paik.

Smith: ARS 263
Intermediate Digital Media
This course will build working knowledge of multimedia digital artwork through experience with multimedia authoring, Web development, sound and animation software. *Prereq. ARS 162*

Spring 2008

Hampshire: IA 388
Art/Nature/Technology
The discourses of art, nature, and technology have been intertwined for centuries, but as technology becomes more sophisticated, it is possible for artworks to go beyond just representing nature, and to begin to simulate it or engage it directly. This course will explore the ways that art can employ

both the ideas and tools encountered in areas of research like artificial life, the simulation of complex systems, remote environmental sensing, biomimicry, and green technology.

Students will complete a series of conceptually based art projects culminating in a final project of their own devising. Projects will be contextualized by looking at the work of artists working with nature, from the earth art of the 1960s to contemporary work such as Ken Goldberg's Telegarden. There will be series of readings on topics like the social construction of nature.

Smith: ARS 361
Interactive Digital Multimedia
This art studio course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3-D animation, video and audio production), developed in the context of interactive multimedia production for performance, installation, CD-ROM, or Internet. Critical examination and discussion of contemporary examples of new media art will augment this studio course.
Prereq. ARS 162 and permission of the instructor. Enrollment limited to 14.

Asian/Pacific/American Studies

Richard Chu
Five College Assistant Professor of History
University of Massachusetts

On leave fall 2007

Spring 2008

UMass: History 253
Asian-Pacific American History: 1850 to Present
This course is an introductory survey course in the history of Asian-Pacific Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent. The objective is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic, and cultural hegemony in the world as seen through its colonial and neocolonial policies both in the U.S. and the Asia-Pacific region. Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, postcolonialism, nationalism, ethnicity, globalization, and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

Hampshire: SS 224
Pacific Empires of the Nineteenth and Twentieth Centuries and the A/P/A Communities: The Race to World Dominance and the Domination of Race
What is "empire" in the modern sense of the word? How can the study of Pacific empires in the nineteenth and twentieth centuries and of the history of Asian-Pacific Americans help us understand this concept better? The presence of a growing and significant Asian-Pacific-Islander-American community in the United States in the last 150 years is a product of various historical forces, but courses and studies about them often place their histories strictly or solely within the boundaries of "American" studies. This course will bring our study of Asian-Pacific Americans outside of the U.S., and link their lives to the wider political and socio-economic contexts in the Asia-Pacific region, at a time when European, American, and Asian (Chinese and Japanese) competed for world dominance, and up to the present.

This course will focus on the Chinese, Japanese, French, American, and British empires in the Asia-Pacific region, particularly during the nineteenth and twentieth centuries, and will include a general overview of the countries and A/P/A communities impacted by their imperial

projects. The approach will be both chronological and thematic. We will start with the Chinese empire, linking it to the stream of Chinese migrants rushing to the "Gold Mountain"(i.e., California) in search of gold during the 1850s, and end with the U.S. empire, relating it to the influx of Southeast Asian (Vietnamese, Hmong, Cambodians) immigrants in the '70s and '80s. Historical events that also have direct bearing on the A/P/A community but not exclusively related to one empire will be included, such as World War II and the rise of nation-states in Asia. Themes to be discussed include imperialism, racism, gender, colonialism, neocolonialism, globalization, nationalism, transnationalism, and migration.
Note: The class will be conducted seminar style, with two papers, a midterm, and a final. Main textbook to be used will be Kurashige and Murray (2003).

Dance

Constance Valis Hill
Five College Visiting Associate Professor of Dance
Hampshire College

On leave 2007–2008

English

Jane Degenhardt
Five College Assistant Professor of English
University of Massachusetts

On leave 2007–2008

Film/Video Production

Baba Hillman
Five College Assistant Professor of Video/Film Production
Hampshire College

Fall 2007

Hampshire: HACU 332
Writing for Film, Video, and Interdisciplinary Media
This is an advanced production/theory class open to video, film, and interdisciplinary media concentrators who are in the process of writing and developing their Division III or advanced Division II projects in film, video, or performance/installation. Students may be working in narrative, documentary, or in hybrid, poetic or essayistic forms that do not follow traditional screenwriting paradigms. The course concentrates on the development of students' writing, cinematography, and directing as well as the development of individual strategies of editing text to image, using a set of central questions and assignments as a guide. Assignments include a range of exercises that focus on multiple approaches to writing visual text, dialogue, and narration for film and video. We will consider the films and writing of Su Friedrich, Guy Maddin, William Greaves, Chris Marker, Wong Kar Wai, and Assia Djebar as well as the writing and installation work of Mona Hatoum, Anri Sala, and Marina Abramovic. Students will develop, by the end of the fall semester, an advanced first version of their scripts and edited videos and films. The course will also include advanced postproduction workshops in Final Cut Pro.
Instructor permission required.

UMass: Comm 393B
Intermediate Video: Documentary Practice
An intermediate course in the theory and practice of documentary video and film. Students will acquire practical and critical skills through analyzing the development of theoretical discourses that frame past and current issues surrounding the production and interpretation of documentary films. Students will complete several collaborative and individual video production assignments. Prerequisite: an introductory level video production course.
Instructor permission required. Contact bhillman@hampshire.edu *to request an application.*

Spring 2008

Hampshire: HACU 292
Feminist Philosophy and Performance-based Media
This is an advanced production/theory class for philosophy and film/video students. Through readings, screenings, and discus-

sion we will question the visual and performative epistemologies of a range of filmmakers in the context of feminist philosophical writings by, among others, Kristeva, Irigaray, Spivak, Braidotti, Butler, Lugones, and Ahmed. We will consider the works of Mona Hatoum, Ximena Cuevas, Florence Ayisi, Kim Longinotto, Nagisa Oshima, and Marguerite Duras among others, and examine the diverse performative strategies these video and filmmakers use to confront questions of gender, race, class, sexuality, and transnationality. We will examine how these films cut across performative codes in moves that question the act and meaning of performance in relation to media; how they reflect the artists' drive to create visual and physical languages that embody the questions and ideas that inspire them; and how these films speak with and/or against the feminisms envisaged in the philosophical literature. Students will be expected to complete a paper, two short collaborative videos and, one longer performance-based project on film or video.
Prereq. Video I, Film I, or another 100 or 200 level production/theory class and a 100 or 200 level class in philosophy, feminist theory, or postcolonial theory. Instructor permission required.

Smith: FLS 280
Intro to Media Practice and Theory
Students will gain skills in production and criticism through video production assignments and analysis of theoretical discourses that ground issues of production. The course will include the study of cinematography, the use of sound in film and video, sound recording, digital sound editing, processing and mixing, the study and practice of editing theory, aesthetics, and techniques including an exploration of structure and formats in experimental, documentary, narrative, and hybrid forms. Students will complete three production projects.
Instructor permission required.

Jenny Perlin
Five College Visiting Artist in Film Studies
Mount Holyoke College

On leave 2007–2008. The following courses will be offered by other instructors.

Fall 2007

Amherst: English 82
Workshop in the Moving Image
Instructor: Lucretia Knapp

Mount Holyoke: FS 210
Eye and Ear Control: Beginning Video Production
Instructor: Bernadine Mellis

Spring 2008

UMass: TBA
Intermediate Video Production
Instructor: TBA

Mount Holyoke: FS 310
Language/Image: Advanced Production Workshop
Instructor: Bernadine Mellis

Five College Center for the Study of World Languages at the University of Massachusetts

Languages in the Five College Supervised Independent Language Program
Elementary-level courses are currently offered in the following languages: Bulgarian, Czech, Dari, modern Greek, Hungarian, Indonesian, Norwegian, Persian, Romanian, Serbo-Croatian, Slovak, Thai, Turkish, Turkmen, Twi, Urdu, Vietnamese, Wolof, and Yoruba. For further information, including information on registration, consult *www.umass.edu/fclang.*

Languages in the Five College Mentored Language Program
Elementary, intermediate, and advanced courses are currently offered in the following languages: modern standard Arabic, colloquial Arabic (dialects are offered in rotation), Hindi, and Swahili. For further information, including information on registration and prerequisites, consult *www.umass.edu/fclang.*

Geosciences

J. Michael Rhodes
Five College Professor of Geochemistry
University of Massachusetts

Fall 2007

UMass: Geo 105
Dynamic Earth
Mountain building and plate tectonics; landscapes and the underlying rocks and structures; earth history; the role of earthquakes, volcanoes, coastlines, rivers, glaciers, and wind; natural hazards; survey of resources of water, energy, and minerals. Students needing or wanting a laboratory component may register for GEO-SCI 131 (Gen. Ed. PS).

Smith: Geo 105
Dynamic Earth
See above.

On leave spring 2008

History

Nadya Sbaiti
Five College Assistant Professor of Middle Eastern History
Smith and Mount Holyoke Colleges

Fall 2007

Smith: History 209
Aspects of Middle Eastern History: Urban Spaces/Contested Places: Social and Cultural Histories of Non-Western Cities
This colloquium explores how identity and urban space functioned symbiotically during the nineteenth and twentieth centuries, a period of rapidly increasing global contact, colonial expansion, and cultural exchange. Examining how cities have been planned and lived, stratified and resisted, and mourned and mythologized helps us understand how urban environments are defined by populations that inhabit them, move through them, and depart them. Conversely, we see how space influences identity politics, nation- and state-building, social functioning, and cultural production. This course is comparative, with heavy Middle East component.

Mount Holyoke: History 108f(01)
Middle East History from the Rise of Islam to the Ottoman Empire
This course is a survey of the principal economic, social, cultural, and political features of the Middle East and North Africa from the late sixth through the seventeenth centuries. Topics include: the rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law, and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities.

Spring 2008

Smith: History 208
The Making of the Modern Middle East
This course surveys the factors shaping political, economic, and social life in the Middle East and North Africa from the eighteenth through the twentieth centuries. It examines the multiplicity of societies, customs, and traditions; British, French, and U.S. imperialism; the creation of modern states; development of nationalist, socialist, and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars and the geopolitics of oil. Throughout, special attention will devoted to the changes affecting the lives of individuals and social groups like women, workers, and peasants.

Mount Holyoke: History 301s(03)
Women and Gender in the Middle East
Provides a nuanced historical understanding and introduction to the main themes and approaches in the study of gender in the region; explores the development of discourses on gender as well as the lived experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce, and reproduction; women's political and economic participation; the impact of Islamist movements; as well as the understudied fields of masculinity and sexuality.

International Relations

Michael T. Klare
Five College Professor of Peace and World Security Studies
Hampshire College

Fall 2007

Hampshire: SS 263
Political Research and Writing
This course is intended for students who seek an intensive experience in political research, writing, and oral communication. The goal of the course is to enhance students' ability to analyze critical social, political, and economic issues of the day and to communicate positions on such issues to the wider public. Students who enroll in the course will be expected to produce a variety of written and oral presentations on current issues, including a magazine article, several newspaper commentaries, and a mock statement to Congress (or radio interview). These products will be given considerable feedback by the instructor and discussed in class. Students who enroll in the course should be prepared to do considerable writing and to prepare several drafts of each item submitted.
Enrollment limited to 15.

Amherst: Political Science 84
Global Resource Politics
An intensive investigation of new and emerging problems in international peace and security affairs. We will examine such issues as: international terrorism; global resource competition; the security implications of globalization; international migrations; transboundary environmental problems; illegal trafficking in guns, drugs, and people. Participants in the seminar will be required to choose a particular problem for in-depth investigation, entailing a study of the nature and evolution of the problem, the existing international response to it, and proposals for its solution. Students will prepare a major paper on the topic and give an oral presentation to the class on their findings.

Spring 2008

Hampshire: SS 267
U.S.–China Geopolitics
This course will examine the problems that arise from the collision, interconnection, and coincidence of the strategic concerns of the United States and the People's Republic of China. As China gains in political, economic, and military strength, its interests will increasingly intersect with those of the United States, producing friction and conflict in some cases (e.g., over the pursuit of foreign energy supplies) but opportunities for addressing major problems (like North Korea's nuclear ambitions) in others. The course will consider both the strategic principles that govern U.S. and Chinese foreign policy and the ways in which they are applied to particular problem areas, such as Taiwan, North Korea, Japanese militarism, Iran, the global energy predicament, global warming, and human rights. Students will be expected to select a particular problem in U.S.-China relations for intensive investigation and to present his/her findings in class.

Mount Holyoke: IR 241
Global Resource Politics
An intensive examination of the international politics surrounding disputes over the ownership and extraction of vital natural resources including fresh water, petroleum, arable land, timber, minerals, and oceanic fisheries. The course will assess the growing pressures being brought to bear on the world's resource base, including population growth, globalization, unsustainable consumption, and climate change. It will also consider the various ways (war, adjudication, conservation, innovation) in which various actors (states, regional and international organizations, multinational corporations, warlords, civil society groups, and so on) are responding to contemporary resource disputes.

Jon Western
Five College Associate Professor of International Relations
Mount Holyoke College

On leave 2007–2008

Italian

Elizabeth H. D. Mazzocco
Five College Associate Professor of Italian and Director of the Five College Center for the Study of World Languages
University of Massachusetts

Not teaching 2007–2008

Music

Bode Omojola
Five College Assistant Professor of Ethnomusicology
Mount Holyoke College

Fall 2007

Mount Holyoke: Music 166
Introduction to Music of Africa
This course concentrates on indigenous musical traditions from different parts of sub-Saharan Africa. Cross-cultural features as well as regional varieties are examined. A major objective of the course is to facilitate an understanding of the cultural contexts within which African musical practices derive their meaning and significance. The course discusses conceptual, behavioral, and stylistic features of the music; the contexts and functions of performances; the interrelations of music and dance; the use of music in healing; musical instruments and singing styles; and the social status of musicians. This course culminates in the performance of an African opera.
No previous musical experience is necessary.

Amherst: Music 5/Black Studies 31
African Popular Music
The course examines modern popular musical idioms in Africa. Regional examples like the West African *highlife*, the Central African *soukous* and the South African *mbaqanga* provide the basis for assessing the significance of popular music as a creative response to the dynamics of colonial and postcolonial environment in twentieth-century Africa. Themes explored include: the use of music in the construction of social identity, the impact of social and political structures on musical practice as well as the interaction of local and global elements.
No previous musical experience is necessary.

Spring 2008

Mount Holyoke: Music 126
Introduction to World Music
This course is a survey of selected musical traditions from different parts of the world, including India (South India), Indonesia (Asia), Ghana (West Africa), Japan (East Asia), and Native America (North America). Questions that are addressed include: In what ways does music reflect the unique features of its social environment? How do musical styles and performances relate to religious practices? Richly illustrated with rare audio/video recordings as well as live performances, the course also explores how musical traditions change over time, and how such changes reflect and relate to political developments within a given society. In probing these questions, the course examines issues such as indigenous concepts and ideas about music, contexts of musical activities, roles of musical instruments, and organization of performances.

Smith: Music 220
Women in Sub-Saharan African Music
This course will focus on the role of women within Sub-Saharan African musical traditions. Relying on gender-specific ensembles as well as those involving male and female participants, we will examine how the musical activities of women as well as the organization and structure of performances reflect, reinforce, or challenge African perspectives of gender and structures of power as defined in selected African societies. The course will cover both indigenous and modern musical idioms from different parts of Africa, including the Baganda of Uganda, the Akan of Ghana, and the Yoruba of Nigeria. In addition, the emergence of strong female voices like those of Miriam Makeba (South Africa), Stella Chiweshe (Zimbabwe), and Oumou Sangare (Mali) in the twentieth century will provide the basis for examining how female musicians have addressed gender-related

issues in their music and attempted to break gender boundaries within their respective societies.

Russian, East European, Eurasian Studies

Sergey Glebov
Five College Assistant Professor of History
Smith College

Fall 2007

Smith: History 239
Empire Building in Eurasia
The goal of this course is to introduce students to the emergence, development, and dissolution of one of the last great multinational empires in the world. The course will focus on those aspects of Russian history that are relevant to our understanding of the role of nationalities, as well as on those aspects of state, society, and culture that shed light on the interaction between the imperial center/centers and periphery/peripheries. Although the course follows the traditional periodization of Russian history, our approach will be on the varieties of imperial experiences rather than on a single narrative of Russian state and society. At the same time, we will explore how the Russian empire as a whole dealt with pressures of modernization and how the boundary between Russia and the West was constructed and maintained.

Students will gain greater understanding of how multinational states managed diversity and of contemporary theorizing of modern nationalism. They will be better suited to navigate in the often complex situation of the post-Soviet world. Students will also learn about colonialism and "orientalism," mobile diasporas, and supranational institutions. Finally, they will be tempted to think of the history of multinational empires as a model of world history, and explore parallels between modernization processes in the Russian empire and globalization.

Hampshire: SS 280
Ethnic Conflict and Historical Memory in Post-Soviet Eurasia
The goal of this course is to introduce students to historical backgrounds of current interethnic conflicts and tensions in the former Soviet space. We will read and discuss accounts of conflicts in Armenia and Azerbaijan, Chechnya, Central Asian Republics, the Baltic States, and Ukraine, and explore how history and memory contributed to these conflicts. We will try to trace how memory of historical events—old struggles for land, resources, independence, etc.—is mobilized in the course of today's clashes. Students will be introduced to contemporary theoretical discussions on nationalism and historical memory and on multiethnic and multinational states. The class is a colloquium and will mostly consist of discussions, focusing on primary sources and interpretations. Each student will select a particular conflict and write a research paper discussing the historical background and collective memory that shaped that conflict.
Prereq. prior experience of study of history or politics.

Spring 2008

Smith: History 247(L)
Aspects of Russian History: Affirmative Action Empire: Soviet Experiences of Managing Diversity
How the Communist rulers of the Soviet Union mobilized national identities to maintain control over the diverse populations of the USSR. World War I and the Revolution of 1917 opened a window of opportunities for the nationalities of the former Russian Empire. Soviet policies of creating, developing, and supporting national identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education, and Stalin's Terror. How World War II and postwar reconstruction became formative experiences for today's post-Soviet nations.

Amherst: Russian 20
Introduction to Peoples and Cultures of Eurasia
The space that had been known to the West as simply "Russia" (in the historical form of the Russian Empire/USSR) was in fact inhabited by a stunning diversity of peoples and cultures. This class is a team-taught course designed to introduce students to the diversity of historical and contemporary experiences of different ethnic and national groups of Eurasia, as well as to the variety of faculty resources in the Five College area at the students' disposal.

In the course of our meetings we will discuss the region shaped by the Russian empire/ Soviet Union, explore how different ethnic, national, and confessional groups responded to imperial power, and get acquainted with religious and cultural practices of Eurasian peoples. We will talk about how Russian intellectuals imagined "Eurasia," explore the ways in which nomadic and settled peoples interacted on the border between the steppe and the forest, investigate images of "the Orient" in Russian literature, look into the processes of imperial expansion, and survey major hallmarks of Eurasia's past, including the rise of the Mongol Empire and the transformation of the Moscow State into the modern Russian empire. The disciplines presented in this class include, among others, history, literature, religious studies, linguistics, and political science. The course is a combination of lectures, discussions, and colloquia offered by eight faculty members from the five campuses specializing in different aspects of Eurasian studies.

Theatre

Robert Kaplowitz
Five College Visiting Lecturer in Sound Design
University of Massachusetts

Fall 2007

UMass: Theatre 393s
Theatrical Sound Design
Introduction to the art and craft of theatrical sound design, including techniques for reading and understanding plays in relation to sound, and translating that understanding into sonic responses. Students will learn how to look at a play from a design-based dramaturgical point of view, exploring how to translate emotional and intellectual responses into sound, music, and noise, as well as organizing the developing sound plots through documentation. Course will include hands-on understanding of technological tools to build and execute students' visions, culminating in sound design projects for real scenes.

Mount Holyoke: THEAT 128f
Sound Design I
This course examines the theory, practice, and history of theatrical sound design. The course will make use of classroom projects and the current Rooke Theatre productions to develop the students' sound designs. We will use computers extensively for editing and playback.

Spring 2008

Courses at UMass and Hampshire College
TBA

Appendix

Faculty
Key to superscripts
1 = on leave for academic year
2 = on leave for first semester
3 = on leave for second semester
4 = teaching first semester
5 = teaching second semester

[2]Martha A. Ackmann
Senior Lecturer in Gender Studies
Ph.D., University of Massachusetts; M.A., Middlebury College; B.A., Lindenwood College

Siraj Dean Ahmed
Assistant Professor of English
Ph.D., Columbia University; B.A., University of Pennsylvania

Katherine Aidala
Clare Boothe Luce Assistant Professor of Physics
Ph.D., M.A., Harvard University; B.S., Yale University

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Archives Librarian, Level III (P)
M.A., Brown University; M.L.S., Wayne State University; B.A., Oakland University

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Ph.D., M.A., Northwestern University

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Ph.D., M.A., B.A., University of Washington

J. Heath Atchley
Visiting Assistant Professor of Religion
Ph.D., M.A., Syracuse University; B.A., Catawba College

[2]Roger Babb
Professor of Theatre Arts
Ph.D., City University of New York; B.A., Empire State University

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Visiting Instructor in Psychology and Education
M.A., A.B., Mount Holyoke College; A.A., Holyoke Community College

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Ph.D., M.S., University of Massachusetts; B.S., Union College

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Ph.D., M.A., Harvard University; B.A., Spelman College

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Visiting Instructor in Geography
M.A., State University of New York at Albany

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Ph.D., M.A., Princeton University; B.A., Wesleyan College

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Visiting Assistant Professor of Earth and Environment
Ph.D., Pennsylvania State University; B.S., University of Maryland

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B.A., Universidad Nacional Autonoma, de Mexico

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Visiting Lecturer in Jewish Studies
M.A., The Hebrew University; B.A., University of Tel-Aviv

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Mellon Professor of English; Five College Fortieth Anniversary Professor
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Ph.D., M.A., University of South Carolina; B.A., Southern Illinois University

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Ph.D., M.A., New York University; B.A., Ohio University

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Penny Gill
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Ph.D., A.M., Clark University; B.A., University of Pittsburgh

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Lexington, Massachusetts (2010)

Mary Beth Topor Daniel, A.B., M.A.
New York, New York (2012)

Mary Graham Davis, A.B., M.A.
New York, New York (2009)

Barbara Dombkowski Desoer, A.B., M.B.A.
Charlotte, North Carolina (2012)

Nancy J. Drake, A.B., M.S.
Vadnais Heights, Minnesota (2008)

Claude du Granrut, A.B.
Senlis, France (2008)

Ludmila Schwarzenberg Hess, A.B., M.B.A.
New York, New York (2012)

Anthony Lake, A.B., Ph.D.
Washington, DC (2010)

Mindy McWilliams Lewis, A.B., M.S.
Columbus, Indiana (2011)

Guy R. Martin, B.A., J.D.
Washington, DC (2010)

Susan Bateson McKay, B.A., M.B.A.
Vienna, Virginia (2010)

Audrey A. McNiff, A.B., M.B.A.
Greenwich, Connecticut (2012)

Divita Mehta, A.B.
Fairfield, Connecticut (2009)

Frances Hall Miller, A.B., J.D.
Boston, Massachusetts (2009)

Suzanne d'Olive Mozena, A.B., M.H.S.
Grosse Pointe Farms, Michigan (2012)

Richard E. Neal, B.A., M.A.
Springfield, MA (2010)

Deborah A. Northcross, A.B., M.Ed.
Memphis, Tennessee (2009)

Kavita Ramdas, A.B., M.A.
San Francisco, California (2008)

H. Jay Sarles, B.A.
Wellesley, Massachusetts (2009)

Carol Geary Schneider, A.B., M.A., Ph.D.
Washington, DC (2008)

Susan Weatherbie, A.B., M.A.
Boston, Massachusetts (2009)

David Wilson
Seattle,Washington (2012)

Margaret L. Wolff, B.A., J.D.
New York, New York (2010)

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Library, Information, and Technology Services

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Chief Information Officer and Director of Library, Information, and Technology Services
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D. Bonner
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B.A., American International College;
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A.B., Mount Holyoke College; M.A., Ph.D., University of Massachusetts

Mount Holyoke College Art Museum

Marianne Doezema
Florence Finch Abbott Director of the Art Museum and the Skinner Museum; Lecturer, Department of Art
M.A., University of Michigan; Ph.D., Boston University

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Curator of the Art Museum and the Skinner Museum;
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Mallika Desu
Advisor to the Hindu Community
B.A., Sri Sathya Sai University, Ananthpur, India

Amelia Z. Ender
Chaplain to the College; Advisor to the Jewish Community
B.A., Queens College; M.A., University of Colorado, Boulder; M.A., Hebrew College, Boston

Leslie Fraser
Advisor to the Unitarian Universalist Community; Multifaith Council Advisor
B.A., University of Massachusetts; M.Div., Andover Newton Theological School

Holly Hanson
Advisor to the Baha'i Community
B.A., University of Wisconsin; M.A., Ph.D., University of Florida

Kyla Kakim
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Anita Magovern
Chaplain to the College; Advisor to the Catholic Community
B.A., Chestnut Hill College; M.S., Georgetown University; M.A., Loyola University

Rev. Gladys G. Moore
Dean of Religious and Spiritual Life; Chaplain to the College; Advisor to the Protestant Community
B.A., West Chester State College; M.A, Temple University; M.Div., Lutheran Theological Seminary

Rev. Sherry S. Tucker
Chaplain to the College; Advisor to the Protestant Community
B.S., New College; M.A.T., Mount Holyoke College; M.Div., Andover Newton Theological School

Residential Life, Office of

Lajuan Rene Davis
Director
B.A., University of Massachusetts Amherst

Student Financial Services

Kathy Blaisdell
Director
B.A., Dartmouth College

Gail Holt
Senior Associate Director
B.A., Boston College; M.Ed., Boston University

Student Programs

Elizabeth Gibney Boulden
Associate Director
B.S., M.Ed., Springfield College

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B.A., University of Massachusetts

SummerMath Program

Charlene Morrow
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A.B., Miami University; M.S., Ph.D., Florida State University

James Morrow
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SummerMath for Teachers Program

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B.S., University of Massachusetts;
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B.S., Rhode Island College; M.S., Southern Connecticut State University

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B.A., Duke University; Ph.D., Boston College

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Alumnae Association

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To contact a local alumnae admission representative, please call the Office of Admission at 413-538-2023.

Emeriti

Gale Stubbs McClung '45
Editor Emeritus, Alumnae Quarterly
A.B., Mount Holyoke College

Student Enrollment

Geographical Distribution of Students

Alabama
Alaska
Arizona
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Total enrollment from United States *1,795*

Foreign Countries
Afghanistan
Albania
Algeria
Australia
Bangladesh
Belarus
Bhutan
Bolivia
Brazil
Bulgaria
Canada
China
Colombia
Croatia
Czech Republic
Ecuador
Estonia
Ethiopia
France
Georgia
Germany
Ghana
Greece
Guatemala
Guinea
Guyana
Honduras
Hungary
India
Italy
Jamaica
Japan
Kenya
Korea
Kyrgyzstan
Latvia
Lebanon
Mauritius
Mexico
Mongolia
Myanmar
Nepal
Nigeria

Mount Holyoke College Bulletin & Course Catalogue: 2007 - 2008

Oman
Pakistan
Papua New Guinea
Peru
Romania
Russia
Senegal
Serbia and Montenegro
Singapore
Somalia
South Africa
South Korea
Spain
Sri Lanka
St. Lucia
Taiwan
Tanzania
Thailand
Trinidad and Tobago
Turkey
Uganda
Ukraine
United Arab Emirates
United Kingdom
Venezuela
Vietnam
Zimbabwe

Total enrollment from foreign countries	*354*
Total enrollment (undergraduate and graduate)	*2,153*

Visiting the College

A visit to the campus provides the best introduction to Mount Holyoke College. The Office of Admission offers daily information sessions and tours, as well as on-campus interviews, overnight stays in residence halls during the academic year, and meetings with professors and coaches. Visitors need not make appointments for campus tours, but students who would like to arrange an interview, an overnight visit, or a meeting with a coach should call at least two weeks in advance of their visit. The Office of Admission, located in the Harriet Newhall Center, is open Monday through Friday from 9 AM to 5 PM and Saturdays from 9 AM to NOON. For interview appointments or tour schedules, call 413-538-2023.

Administrative offices are located in Mary Lyon Hall; business and financial aid offices are located in Skinner Hall. Overnight accommodations are available on campus at the Willits-Hallowell Center. For reservations and information call 413-538-2217 or write to the Willits-Hallowell Center, Mount Holyoke College, South Hadley, Massachusetts 01075.

The main College telephone number is 413-538-2000; all offices and residence halls may be reached through this number.

How to Reach the College

Mount Holyoke College is located in the town of South Hadley, Massachusetts, on Route 116.

By car

The College is five miles north of Holyoke and twelve miles north of Springfield on Route 116. When traveling north on Route 91, exit at Route 202 (Holyoke-South Hadley, Exit 16) and proceed through Holyoke, across the Connecticut River, and around the rotary to the exit marked South Hadley Center/Amherst, Route 116 north. The College is approximately two and one-half miles from the exit. When traveling south on Route 91, exit at Route 141 (Holyoke-South Hadley, Exit 17) and proceed east on Route 141 until it intersects with Route 202. Turn left and follow the same directions as above. From Massachusetts Turnpike Exit 5, turn left toward Westover onto Route 33 north, turn right onto Route 116 to South Hadley Center, and drive approximately one and one-half miles north to the College.

By air

Bradley International Airport, Connecticut, the nearest airport, has van/car service to Springfield and South Hadley.

By bus

Peter Pan offers service from Boston and New York City to South Hadley, with transfers in Springfield.

By train

Springfield is served by Amtrak. Taxi and van/car service are available from Springfield to South Hadley.

Correspondence

The post office address of the College is South Hadley, Massachusetts 01075. The College phone number is 413-538-2000.

President
General interests of the College

Dean of Faculty/Vice President for Academic Affairs
Academic policy and curriculum development

Dean of the College/Vice President for Student Affairs
Academic work of students, fellowships, admission to graduate work

Associate Dean of the College/Dean of Students
Residence halls and nonacademic concerns; religious life of the College

Dean of Admission
Admission to the first-year class and transfer admission

Director of Career Development Center
Career counseling and placement of students and graduates

Director of Student Financial Services
Student bills and financial assistance

Director of the Frances Perkins Program
Nontraditional transfer admission

Director of Human Resources
Student jobs on campus, remunerative work

Vice President for Development
Fundraising and giving opportunities

Comptroller
Business matters

Registrar
Official certification of student records, enrollment statistics

Alumnae Association Executive Director
Alumnae and the Alumnae Association

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